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College of New Rochelle

UNDERGRADUATE AND GRADUATE COURSES

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UNIVERSITY OF ILLINOIS

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PRESIDENT'S OFFICE

College of New Rochelle

Formerly the College of St. Angela
NEW ROCHELLE, NEW YORK

Founded by the Ursuline Order, July, 1904, for
the Higher Education of Catholic Women

CATALOGUE, 1915-1916-1917

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COLLEGE CALENDAR

1915

Examinations for entrance.....September 14-17
College exercises begin at 5 P. M.....September 20
First Semester begins.....September 21
Founder's Day.....October 16
Christmas vacation begins.....December 22

1916

College exercises begin at 5 P. M.....January 4
Mid-year examinations begin.....January 24
Second Semester begins.....January 31
Spring vacation begins.....April 22
Spring vacation ends at 6 P. M.....April 30
Semester examinations begin.....June 7
End of scholastic year.....June 13
Examinations for entrance.....September 12-15
College exercises begin at 5 P. M.....September 19
First Semester begins.....September 20
Founder's Day.....October 21
Christmas vacation begins.....December 21

1917

College exercises begin at 5 P. M.....January 3
Mid-year examinations begin.....January 22
Second Semester begins.....January 29
Spring vacation begins.....April 7
Spring vacation ends at at 6 P. M.....April 15
Semester examinations begin.....June 7
End of scholastic year.....June 13

OFFICERS OF ADMINISTRATION

Reverend Michael C. O'Farrell.....President
Reverend M. Irene.....Dean
Reverend M. Agnes, A.B.....Treasurer
Reverend M. Ignatius, A.M.....Registrar

BOARD OF TRUSTEES

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FACULTY

Reverend P. A. Halpin, Ph.D.,
Professor of Philosophy.

John A. Ryan, Ph.D.,
Professor of Physics and Chemistry.

John J. Schuler, Ph.D.,
Professor of History.

John F. Condon, Ph.D.,
Professor of Education.

Maximilian von der Porten, Ph.D.,
Professor of German Language and Literature.

Alexis I. Du Pont Coleman, A.M.,
Professor of English Literature.

James I. Conway, A.B.,
Professor of Mathematics.

Stuart Smith, B.M.,
Professor of Instrumental Music.

Siegmund Grosskopf,
Professor of Violin.

M. A. Ruth Randall Bent, A.M.,
Professor of English.

Edmeè Lorenz de Plata, A.M.,
Professor of French Language and Literature.

Estelle H. Davis,
Professor of Oral English.

Sister M. Xavier, A.M.,
Professor of Sociology and Economics.

Mother M. Loyola, A.B.,
Professor of Latin.

Sister M. Cephas, A.M.,
Instructor in Latin.

A. K. Virgil,
Director of Piano Course.

Harry Fletcher, Mus. D.,
Professor of Harmony.

Mary F. Myers,
Instructor in Domestic Art.

Edith L. Bahn,
Directress of Gymnasium.

Thomas Manning, M.D.,
College Physician.

FOUNDATION

HE College of Saint Angela was founded at New Rochelle in July, 1904, by the Ursuline Nuns of Saint Teresa. The University of the State of New York approved the establishment of the college and granted it power to confer degrees equal to those given by the other colleges of the State. This College was established and is maintained for the sole object of furnishing means and facilities for the higher education of young women. The college interprets the term, "Higher Education of Women," as meaning such stimulation and promotion of the physical, intellectual and moral growth and development, as shall result in complete womanhood. The college ideal of its graduates is that of a woman of culture, of efficiency and of power—a woman capable of upholding the noblest ideals of the home and of the church, and possessed of the training that shall make her an efficient worker in society and in the professional world.

CHANGE OF NAME

Upon request of the Board of Trustees, the University Regents of the State of New York enacted a statute in March, 1910, changing the name of the College of Saint Angela to College of New Rochelle.

LOCATION

New Rochelle, situated on Long Island Sound, about eighteen miles from New York City, and one of its most attractive suburbs, is famous for its beautiful scenery and historic associations. The climate is tempered by the breezes of the Sound in summer. The abundance of trees, the conformation of the ground, broken by hills and valleys, give protection against the winds of winter.

New Rochelle has excellent facilities of transit, by train and by trolley. It can be reached by train from New York

in about thirty-five minutes. This convenient nearness secures to its students the social and educational advantages of the great metropolis.

EQUIPMENT

The College consists of a large campus, upon which are located College Hall, a gymnasium and laboratory building, Hall of Residence, Cottage Infirmary, Guest House, and six cottages used for various purposes.

College Hall is the historic building known as Leland Castle. It contains a chapel, a large assembly hall, reception parlors, reading rooms, and reference and college libraries.

The gymnasium and laboratory building, erected in 1907, is of stone. It represents the most approved modern type of college building. It contains recitation rooms, gymnasium, chemical and physical laboratories. The recitation rooms are large, airy and well lighted. The gymnasium is equipped with all necessary apparatus for the Swedish and Delsarte systems. On the campus is a well-graded athletic field.

The laboratories are equipped with up-to-date fittings for experimental work, both in physics and in chemistry.

The Hall of Residence is a large granite building of Scholastic Gothic Architecture. It contains a spacious dining room, a common room for social gatherings of the students, and sleeping rooms.

ROOMS

Early application for rooms is desirable, as they are assigned to students in the order of application. Five dollars should be sent with the application. This sum is deducted from the tuition bill of the following terms. If notification that the room is not desired is sent one month before the college term opens, this deposit will be returned. An extra charge is made for meals sent to students' rooms, unless students are under the physician's care.

FEES

Matriculation Fee	$ 5.00
Tuition	150.00
Laboratory Fee	10.00
Instruction on Piano and use of Instrument	80.00
Vocal Music	100.00
Art	100.00
Riding (20 ring lessons and 15 road lessons, accompanied by chaperone)	75.00
Luncheon	50.00

The expense of board and residence in the College Hall for undergraduate students is $280 a year and upwards, according to the room or rooms occupied by the student; of this charge $200 is the charge for board and is payable half-yearly in advance; the remainder is room rent and is payable yearly in advance. Room rent includes all expense of furnishing, heating and light. Rugs, towels and bed covers must be furnished by the students themselves.

AVAILABLE SCHOLARSHIPS

Forty scholarships have been founded. Ten of them are available each year. They are all tuition scholarships of the value of $600—$150 per year. They entitle the holders to free tuition for the four years' course. Five of them are known as the Ursuline scholarships, and five as the Saint Angela scholarships.

The Ursuline scholarships are filled by those nominated by the Superiors of Ursuline houses throughout the world. The Saint Angela scholarships are assigned to applicants who are graduates of any high school, whether public, private, parochial or denominational.

FOUNDING OF SCHOLARSHIPS

Yearly scholarships may be founded by the annual payment of the following amounts:

Tuition Scholarships $150.00

Board Scholarships (including all expenses except tuition and books)..... 280.00
Full Scholarships (tuition and board).... 430.00

Perpetual scholarships may be founded by paying to the college the following sums:

Perpetual Tuition Scholarships..... $3,750.00
Perpetual Board Scholarships..... 7,000.00
Perpetual Full Scholarships..... 10,750.00

The money must be given without restriction to the College.

The founder of a scholarship is entitled to fill it during his or her lifetime. At the death of the donor, the right to fill it reverts to the Faculty of the College. The names of these scholarships may be given by the founders.

The O'Farrell Scholarship, founded by Rev. Michael C. O'Farrell, Rector of the Church of the Holy Innocents, New York City.

The Iselin Scholarship, founded by Mr. Adrian Iselin, Jr.

The William H. Buckley Scholarship, founded by Mr. Buckley, of Albany, N. Y.

The Morgan J. O'Brien Scholarship, founded by the Hon. Morgan J. O'Brien, of New York.

The James Byrne Scholarship, founded by Mr. James Byrne, of New York.

The Luke D. Stapleton Scholarship, founded by the Hon. Luke D. Stapleton, of Brooklyn, N. Y.

The Robert J. Collier Scholarship, founded by Mr. Robert J. Collier, of New York.

The Andrew J. Shipman Scholarship, founded by Mr. Andrew J. Shipman, of New York.

The William Iselin Scholarship, founded by Mr. William Iselin, of New York.

The Harriet MacGregor Scholarship, founded by Miss Harriet MacGregor. ?

The Dramatic Society Scholarship, founded by the Dramatic Society of the College, open to students of Catholic High Schools.

It is hoped that more scholarships will be founded. Already many applicants have appeared to whom the gift of a scholarship would mean a college education. Further information concerning the founding of scholarships may be obtained upon application to the Dean, College of New Rochelle, New Rochelle, New York.

ADMISSION OF STUDENTS

Each applicant for admission to the College of New Rochelle must fill out and return a registration blank which will be furnished upon application to the Registrar.

Students are admitted without examination to the Freshman Class of the College of New Rochelle upon presentation of certificates from:

1. The College Entrance Examination Board.
2. A high school or academy approved by the Faculty of the College, and
3. The Regents of the State of New York.

All high schools and academies desiring the privilege of having their students admitted by certificate, and without examination, may obtain blank forms upon application to the Registrar.

Students who are not equipped with certificates mentioned under 1, 2, or 3, may present themselves for examination, at the College, on the date specified in the College Calendar in September, or at the College Entrance Board Examinations in June.

The examinations will be in the following subjects:

English.

Latin.

One additional language (French, German or Greek).

Mathematics.

Science (Physics or Chemistry or Biology. Each of these sciences must include laboratory practice).

Candidates offering certificates for any science should present laboratory records, which must be certified by the instructor.

REQUIREMENTS FOR ADMISSION

The requirements for admission to the Freshman Class include subjects aggregating fourteen and one-half points. A point represents such an amount of preparation in one subject as is ordinarily completed during a school year, with five recitation periods per week.

All candidates must present English (three points), Latin (four points), Mathematics (two and one-half points), History (one point), a second language, Greek, French or German (three points), Physics or Chemistry, Biology (two points), or a third language (German or French), one point.

SPECIFICATIONS OF REQUIREMENTS.

ENGLISH.

(Counting three units)

Beginning with the year 1915 the entrance examinations in English will be given upon the plan recommended by the National Conference on Uniform Entrance Requirements in English, and adopted by the College Entrance Examination Board. Under this plan candidates will be examined separately in (1) Grammar and Composition, and (2) Literature, each examination counting as 1½ units. This change is in fact less one of intention than of emphasis, its object being to free an examination which has long been accepted as an examination primarily in composition from the confusing factor of preparation upon certain prescribed books.

Requirements for 1915-1919

The study of English in school has two main objects: (1) command of correct and clear English, spoken and written; (2) ability to read with accuracy, intelligence, and appreciation.

1. Grammar and Composition. The first object requires instruction in grammar and composition. English grammar should ordinarily be reviewed in the secondary school; and correct spelling and grammatical accuracy should be rigorously exacted in connection with all written work during

the four years. The principles of English composition governing punctuation, the use of words, sentences, and paragraphs should be thoroughly mastered; and practice in composition, oral as well as written, should extend throughout the secondary school period. Written exercises may well comprise letter-writing, narration, description, and easy exposition and argument. It is advisable that subjects for this work be taken from the student's personal experience, general knowledge, and studies other than English, as well as from her reading in literature. Finally, special instruction in language and composition should be accompanied by the concerted effort of teachers in all branches to cultivate in the student the habit of using good English in her recitations and various exercises, whether oral or written.

2. Literature. The second object is sought by means of two lists of books, headed respectively "Reading" and "Study," from which may be framed a progressive course in literature covering four years. In connection with both lists, the student should be trained in reading aloud and be encouraged to commit to memory some of the more notable passages both in verse and in prose. As an aid to literary appreciation, she is further advised to acquaint herself with the most important facts in the lives of the authors whose works she reads and with their place in literary history.

a. Reading. The aim of this course is to foster in the student the habit of intelligent reading and to develop a taste for good literature, by giving her a first-hand knowledge of some of its best specimens. She should read the books carefully, but her attention should not be so fixed upon details that she fails to appreciate the main purpose and charm of what she reads.

With a view to large freedom of choice, the books provided for reading are arranged in the following groups, from each of which at least two selections are to be made, except as otherwise provided under Group 1:

Group 1. (Classics in Translation). The "Old Testament," comprising at least the chief narrative episodes in

"Genesis," "Exodus," "Joshua," "Judges," "Samuel," "Kings," and "Daniel," together with the books of "Ruth" and "Esther"; the "Odyssey," with the omission, if desired of Books I, II, III, IV, V, XV, XVI, XVII; the "Iliad," with the omission, if desired, of Books XI, XIII, "Iliad'" and "Æneid" should be read in English translations of recognized literary excellence.

(For any selection from this group a selection from any XIV, XV, XVIII, I; the "Æneid." The "Odyssey," other group may be substituted.)

Group II. (Shakespeare). "Midsummer Night's Dream," "Merchant of Venice," "As You Like It," "Twelfth Night," "The Tempest," "Romeo and Juliet," "King John," "Richard II," "Richard III," "Henry V," "Coriolanus," "Julius Caesar," "Macbeth," "Hamlet." (No one of the last three may be taken if chosen for study under b.)

Group III. (Prose Fiction). Malory, "Morte d'Arthur" (about 100 pages); Bunyan, "Pilgrim's Progress," Part I; Swift, "Gulliver's Travels" (voyages to Lilliput and to Brobdingnag); Defoe, "Robinson Crusoe," Part I; Goldsmith, "Vicar of Wakefield"; Frances Burney, "Evelina"; Scott's Novels, any one; Jane Austen's Novels, any one; Maria Edgeworth, "Castle Rackrent," or "The Absentee"; Dickens's Novels, any one; Thackeray's Novels, any one; George Eliot's Novels, any one; Mrs. Gaskell, "Cranford"; Kingsley, "Westward Ho!" or "Hereward, the Wake"; Blackmore, "Lorna Doone"; Hughes, "Tom Brown's School Days"; Stevenson, "Treasure Island," or "Kidnapped," or "Master of Ballantrae"; Cooper's Novels, any one; Poe, "Selected Tales"; Hawthorne, "The House of the Seven Gables," or "Twice Told Tales," or "Mosses From an Old Manse"; a collection of short stories by various standard writers.

Group IV. (Essays, Biography, etc.) Addison and Steele, "The Sir Roger de Coverley Papers," or selections from the "Tatler" and "Spectator" (about 200 pages); Boswell, selections from the "Life of Johnson" (about 200 pages); Franklin, "Autobiography"; Irving, selections

from the "Sketch Book" (about 200 pages), or "Life of Goldsmith"; Southey, "Life of Nelson"; Lamb, selections from the "Essays of Elia" (about 100 pages); Lockhart, selections from the "Life of Scott" (about 200 pages); Thackeray, lectures on "Swift," "Addison," and "Steele," in the "English Humorists"; Macaulay, any one of the following essays: "Lord Clive," "Warren Hastings," "Milton," "Addison," "Goldsmith," "Frederick the Great," "Madame d'Arblay"; Trevelyan, selections from the "Life of Macaulay" (about 200 pages); Ruskin, "Sesame and Lilies," or "Selections" (about 150 pages); Dana, "Two Years Before the Mast"; Lincoln, selections, including at least two "Inaugurals," the "Speeches in Independence Hall" and at "Gettysburg," the "Last Public Address," the "Letter to Horace Greeley," together with a brief memoir or estimate of Lincoln; Parkman, "The Oregon Trail"; Thoreau, "Walden"; Lowell, "Selected Essays" (about 150 pages); Holmes, "The Autocrat of the Breakfast Table"; Stevenson, "An Inland Voyage" and "Travels With a Donkey"; Huxley, "Autobiography" and selections from "Lay Sermons," including the addresses on "Improving Natural Knowledge," "A Liberal Education," and "A Piece of Chalk"; a collection of "Essays" by Bacon, Lamb, De Quincey, Hazlitt, Emerson, and later writers; a collection of "Letters" by various standard writers.

Group V. (Poetry). Palgrave's "Golden Treasury" (First Series), Books II and III, with special attention to Dryden, Collins, Gray, Cowper, and Burns; Palgrave's "Golden Treasury" (First Series), Book IV, with special attention to Wordsworth, Keats, and Shelley (if not chosen for study under b); Goldsmith, "The Traveller" and "The Deserted Village"; Pope, "The Rape of the Lock"; a collection of English and Scottish "Ballads," as, for example, some "Robin Hood" ballads, "The Battle of Otterburn," "King Estmere," "Young Beichan," "Bewick and Graham," "Sir Patrick Spens," and a selection from later ballads; Coleridge, "The Ancient Mariner," "Christabel," and "Kubla Khan"; Byron, "Childe Harold," Canto III or IV, and "The

Prisoner of Chillon"; Scott, "The Lady of the Lake," or "Marmion"; Macaulay, "The Lays of Ancient Rome," "The Battle of Naseby," "The Armada," "Ivry"; Tennyson, "The Princess," or "Gareth and Lynette," "Lancelot and Elaine," and "The Passing of Arthur"; Browning, "Cavalier Tunes," "The Lost Leader," "How They Brought the Good News From Ghent to Aix," "Home Thoughts From Abroad," "Home Thoughts From the Sea," "Incidents of the French Camp," "Herve Riel," "Pheidippides," "My Last Duchess," "Up at a Villa—Down in the City," "The Italian in England," "The Patriot, 'De Gustibus—,'" "The Pied Piper," "Instans Tyrannus"; Arnold, "Sohrab and Rustum," and "The Forsaken Merman"; selections from "American Poetry," with special attention to Poe, Lowell, Longfellow, and Whittier.

b. Study. This part of the requirement is intended as a natural and logical continuation of the student's earlier reading, with greater stress laid upon form and style, the exact meaning of words and phrases, and the understanding of allusions. The books provided for study are arranged in four groups, from each of which one selection is to be made.

Group I (Drama). Shakespeare, "Julius Caesar," or "Macbeth," or "Hamlet."

Group II (Poetry). Milton "L'Allegro," "Il Penseroso," and either "Comus" or "Lycidas"; Tennyson, "The Coming of Arthur," "The Holy Grail," and "The Passing of Arthur"; the selections from Wordsworth, Keats, and Shelley in Book IV of Palgrave's "Golden Treasury" (First Series).

Group III (Oratory). Burke, "Speech on Conciliation with America"; Macaulay's "Two Speeches on Copyright" and Lincoln's "Speech at Cooper Union"; Washington's "Farewell Address" and Webster's "First Bunker Hill Oration."

Group IV (Essays). Carlyle, "Essay on Burns," with a selection from Burn's "Poems"; Macaulay, "Life of Johnson," "Essay on Manners."

EXAMINATION

However accurate in subject matter, no paper will be considered satisfactory if seriously defective in punctuation, spelling, or other essentials of good usage.

1. Grammar and Composition. In grammar and composition, the candidate may be asked specific questions upon the practical essentials of these studies, such as the relation of the various parts of a sentence to one another, the construction of individual words in a sentence of reasonable difficulty, and those good usages of modern English, which one should know in distinction from current errors. The main test in composition will consist of one or more essays, developing a theme through several paragraphs; the subjects will be drawn from the books read, from the candidate's other studies, and from her personal knowledge and experience quite apart from reading. For this purpose the examiner will provide several subjects, perhaps eight or ten, from which the candidate may make her own selection. She will not be expected to write more than four hundred words per hour.

2. Literature. The examination in literature will include:

a. General questions designed to test such a knowledge and appreciation of literature as may be gained by fulfilling the requirements defined under **a. Reading,** above. The candidate will be required to submit a list of the books read in preparation for the examination, certified by the principal of the school in which she was prepared; but this list will not be made the basis of detailed questions.

b. A test on the books prescribed for study, which will consist of questions upon their content, form, and structure, and upon the meaning of such words, phrases, and allusions as may be necessary to an understanding of the works and an appreciation of their salient qualities of style. General questions may also be asked concerning the lives of the authors, their other works, and the periods of literary history to which they belong.

MATHEMATICS

Note—Candidates for admission to the A.B., or the B.S., must offer (a), i and ii and (c) to secure the two and one-half prescribed units.

a. Elementary Algebra.

i. The four fundamental operations for rational algebraic expressions; factoring, determination of highest common factor and lowest common multiple by factoring; fractions, including complex fractions, ratio and proportion; linear equations, both numerical and literal, containing one or more unknown quantities; problems depending on linear equations; radicals, including the extraction of the square root of polynominals and of numbers; exponents, including the fractional and negative.

ii. Quadratic equations, both numerical and literal; simple cases of equations with one or more unknown quantities that can be solved by the methods of linear or quadratic equations; problems depending upon quadratic equations; the binomial theorem for positive integral exponents; the formulas for the nth term and the sum of the terms of arithmetic and geometric progressions, with applications.

It is assumed that pupils will be required throughout the course to solve numerous problems which involve putting questions into equations. Some of these problems should be chosen from mensuration, from physics, and from commercial life. The use of graphical methods and illustrations, particularly in connection with the solution of equations, is also expected.

c. Plane Geometry.

The usual theorems and constructions of good textbooks, including the general properties of plane rectilinear figures; the circle and the measurement of angles; similar polygons; areas; regular polygons, and the measurement of the circle; the solution of numerous original exercises, including loci problems; applications to the mensuration of lines and plane surfaces.

LATIN

3. **Second year Latin** will presuppose reading not less in amount than Caesar, Gallic War, I-IV, selected by the schools from Caesar (Gallic War and Civil War) and Nepos (Lives); but the passages set will be chosen with a view to sight translation. The paper will include easy grammatical questions and some simple composition. (See note below.)

4. **Cicero and Sight Translation of Prose.**

i. Prescribed reading: the oration for the Manilian Law and the oration for Archias.

ii. Sight translation of prose of no greater difficulty than ordinary passages of Cicero's orations.

Candidates must deal satisfactorily with both these parts of the paper, or they will not receive credit for either part.

5. **Virgil and Sight Translation of Poetry.**

i. Prescribed reading: Virgil's Æneid, I, II, and either IV or VI at the option of the candidate, with questions on the subject-matter, literary and historical allusions, and prosody.

ii. Sight translation of poetry of no greater difficulty than Virgil's Æneid.

Candidates must deal satisfactorily with both these parts of the paper, or they will not receive credit for either part.

6. **Advanced Prose Composition.** The examination will demand thorough knowledge of all regular inflections, all common irregular forms, and the ordinary syntax and vocabulary of the prose authors read in school, with ability

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Note—Candidates for admission to the A.B. course must offer 4, 5, and 6, to secure the four prescribed units. Candidates for admission to the B.S. course may offer two, three or four units from this subject. Such candidates must offer 3 to secure two units; and, to secure three units, 3 with either 4 or 5.

to use this knowledge in writing simple Latin prose. The words, construction, and range of ideas called for will be such as are common in the reading of the preparatory course of four years.

Required Reading.

1. The Latin reading required of candidates for admission to college, without regard to the prescription of particular authors and works, shall be not less in amount than Caesar, Gallic War, I-IV; Cicero, the orations against Catiline, for the Manilian Law, and for Archias; Virgil, Æneid, I-VI.

2. Selected readings from Caesar (Gallic War and Civil War) and Nepos (Lives); Cicero (orations, letters, and De Senectute) and Sallust (Catiline and Jugurthine War); Virgil (Bucolics, Georgics, and Æneid) and Ovid (Metamorphoses, Fasti, and Tristia).

II. Subjects and Scope of the Examinations

1. **Translation at Sight.**—Candidates will be examined in translation at sight of both prose and verse. The vocabulary, constructions, and range of ideas of the passages set will be suited to the preparation secured by the reading indicated above.

2. **Prescribed Reading.**—Candidates will be examined also upon the following prescribed reading: Cicero, orations for the Manilian Law and for Archias, and Virgil, Æneid, I, II, and either IV or VI at the option of the candidate, with questions on subject-matter, literary and historical illusions, and prosody. Every paper in which passages from the prescribed reading are set for translation will contain also one or more passages for translation at sight; and candidates must deal satisfactorily with both these parts of the paper, or they will not be given credit for either part.

3. **Grammar and Composition.**—The examination in grammar and composition will demand thorough knowl-

edge of all regular inflections, all common irregular forms, and the ordinary syntax and vocabulary of the prose authors read in school, with ability to use this knowledge in writing simple Latin prose. The words, constructions, and range of ideas called for in the examinations in composition will be such as are common in the reading of the year, or years, covered by the particular examination.

HISTORY

a. Ancient History, including a brief introductory study of the Oriental peoples, and early mediaeval history to the death of Charlemagne, with due reference to art, literature, and government.

b. Mediaeval and Modern History, from the death of Charlemagne to the present time, with due reference to the growth of the state-system.

c. English History, with due reference to social and political development.

d. American History, with the elements of civil government.

On examination a candidate must show such general knowledge of the subject in each division offered as may be acquired from the study of an accurate text-book of not less than three hundred pages. Since the questions will be so framed as to require comparison and the use of judgment rather than mere exercise of memory on the part of the pupil, it is recommended that the teacher prescribe a course of supplementary reading of not less than three hundred pages, dealing with the more important periods and events in each division offered. Geographical knowledge will be tested by requiring the location of places, boundaries, and movements on an outline map.

Note—Each of the four divisions, a, b, c, and d, counts one unit. Candidates for admission to the A.B., or B.S., may offer any one or any two of the divisions without restriction.

GREEK

a. i. Grammar. The common forms, idioms, and constructions, and the general grammatical principles of Attic Greek prose.

ii. Elementary Prose Composition. Translation into Greek of detached sentences to test the candidate's knowledge of grammatical construction.

The examination in the two subjects immediately preceding will be based on the first two books of Xenophon's "Anabasis."

Both parts of Greek **a** must be passed at one and the same examination.

b. Xenophon. The first four books of the "Anabasis."

c. Homer. The first three books of the "Iliad" (omitting II, 494-end) and the constructions, poetical forms, and prosody of Homer's "Iliad."

f. Prose Composition. Translation into Greek of continuous prose based on Xenophon and other Attic prose of similar difficulty.

g. Sight Translation of Prose. Translation into Greek at sight based on prose of no greater difficulty than Xenophon's "Anabasis."

FRENCH

Elementary Requirements. (a) Grammar: A knowledge of the fundamental principles of grammar is required. Special attention to the inflections of nouns and adjectives, the use of pronouns, the conjugation of regular and the common irregular verbs and the elementary rules of word order. (b) Translation: Ability to translate at sight easy French prose into English.

Minor Requirements. Grammar: A knowledge of the correct use of all pronouns, of moods and tenses of all verbs, regular and irregular, familiarity with the essentials of French syntax and with the common idiomatic phrases. Ability to translate at sight standard modern French, also to change English into French.

Major Requirements. In addition to the elementary

requirements in grammar, the student will be required to have a more complete knowledge of syntax, as well as a correct application of the rules of a free use of idiomatic expressions. Ability to translate at sight into French a paragraph of ordinary English.

GERMAN

Elementary Requirements. The essentials of German grammar, the declension of articles, nouns, adjectives and pronouns, the conjugation of weak and strong verbs, simple and compound, the use of the common prepositions and the elements of syntax. Ability to translate English into German; ability to read German prose and to translate it into good English.

Minor Requirements. In addition to the elementary requirements, a knowledge of the essentials of syntax, the main uses of the article, of the common adverbs and conjunctions, especially the use of modal auxiliaries, and of the subjunctive and infinitive moods; ability to translate at sight easy descriptive and narrative German prose into good English.

Major Requirements. More thorough familiarity with the less usual strong verbs, auxiliaries of all kinds, tenses and moods, especially subjunctive, infinitive and participle constructions, with the uses and meanings of the principal prefixes and suffixes; ability to translate at sight ordinary English into correct German.

CHEMISTRY

The study of a standard text-book, a thorough knowledge of the most important laws and facts of elementary chemistry. A laboratory note book, containing the account of at least forty exercises done by the student, must be presented.

PHYSICS

The study of a standard text-book supplemented by the use of many numerical problems. Individual laboratory

work, comprising at least thirty-five experiments. A properly certified laboratory note-book must be presented.

SPECIAL STUDENTS

The requirements for admission to special courses are the same as those for entrance to the Freshman Class. Students who present satisfactory testimonials of their proficiency may be received without examination. Certificates for the work completed will be given when desired.

COLLEGE ENTRANCE EXAMINATION BOARD

The regular June examinations of the College have been replaced by the examinations of the College Entrance Examination Board. Students who desire to enter the College by taking those examinations may write to the Registrar for **Document 40**, which indicates the field covered by these examinations.

ADMISSION TO ADVANCED STANDING

Candidates for advanced standing who do not present records from other colleges must fulfill the requirements for admission to the Freshman Class. They will be examined in the studies already pursued by the class which they wish to enter. For sufficient reasons, credit will be given for work done under approved instruction during the summer vacation or in the Summer Session of this College.

Students from other colleges who wish to enter an advanced class must present an official statement of their entrance and college records, a marked catalogue of the college from which they come, indicating the courses taken. One year of residence work is required for a degree.

REQUIREMENTS FOR DEGREES

The College offers two distinct courses of undergraduate instruction, each of four years' duration, but leading to different degrees.

a. The course leading to the degree A.B. requires the study of Latin or Greek for entrance.

b. The course leading to the degree B.S., allows the substitution of scientific and advanced subjects in place of the entrance Latin or Greek.

GRADUATE WORK

I. Department of Philosophy and History.

II. Department of Language and Literature.

III. Department of Science.

IV. Department of Fine Arts.

I. **Division.**—Economics, Education, Political History, Philosophy, Sociology.

II. **Division.**—English, Language and Literature, Germanic Languages, and Literatures, Romance Languages and Literatures, Greek Language and Literature, Latin Language and Literature.

III. **Division.**—Astronomy, Biology, Chemistry, Physics, Mathematics, Geology, Mineralogy.

IV.—Music and Art.

The requirements for matriculation in these courses are the degree of A.B. from an institution approved by the University of the State of New York, and sufficient preparation in the major subject, in undergraduate courses to enable one to carry on the highly specialized work of graduate study. Only such graduates as can give proof of their fitness to undertake the work are encouraged to candidacy for the higher degrees. In such cases where the adequacy of preparation may be questioned, the various departments reserve the right to require preliminary examinations.

The emphasis in graduate work will be placed on the quality of the work done by the student rather than on the number of courses required. Her attention must be mainly devoted to her major subject, but in addition to this, she

must carry two minors. She must pass a written examination in each subject to the satisfaction of the department in which she has studied and must present a thesis of not less than 3,000 words, in character of such a nature as will show exactness of scholarship or critical skill of a higher order.

The dissertation presented by the candidate for the degree of Ph.D. must be of a still higher character. In no sense may it be a compilation of the results or theories of earlier scholars, but on the other hand, it must be a distinct contribution to knowledge, along lines of investigation hitherto unpursued, or as yet not successfully carried on. First, it must be approved by the department in charge and then printed.

There shall be still further requirements of the candidate for Ph.D. At least one year before coming up for her degree, she is expected to pass examinations that will prove her ability to read French, German and Latin. Since a working knowledge of these languages is essential to any thorough investigation, proof of it must be given to the professors in charge.

The last test of the candidate's fitness will be made in an oral examination to be held after the acceptance of her dissertation, and not later than one month before the awarding of degrees, in the presence of the entire faculty of the departments in which she has done work, and of such other professors as they may wish to invite. In this examination, the candidate must give evidence of her mastery of her major subject, and of her ability to prove and defend her dissertation.

To fulfill these requirements one year will usually be sufficient for the attainment of the degree of Master of Arts, but the pressure of outside duties may easily make necessary the extension of this time. Although two years of study entirely devoted to the work will be the minimum requirement for the attainment of the degree of Doctor of Philosophy, it is not expected that the ground will be covered within this period.

PROGRAM OF STUDIES

The following courses are prescribed for all candidates for the degree A.B.: English (I), eight points. English (II), six points. English (III), four points. English (IV), four points. Latin (I), six points. Latin (II), six points. History (I), four points. Economics (I and IV), eight points. Mathematics (I) four points. Mathematics (II), four points. French or German, twelve points. Physics or Chemistry, six points (two of lecture and four in laboratory work). Education, twelve points. Religion, eight points. Philosophy, twelve points. Physical Training, eight points. In addition to the prescribed work, eighteen points must be made in a major subject. The remaining points, to complete the total 144, may be given to free electives.

The special requirements for the B.S. degree are: English (I), eight points. English (II), six points. English (III), four points. English (IV), four points. History, eight points. French or German, twelve points. Mathematics, eight points. Education, twelve points. Philosophy, twelve points. Physical Training, eight points. Religion, eight points. In addition to the prescribed work, the candidate must do group work in Science amounting to fifty-four points.

COLLEGE COURSES

English

Course I. History of the English Language and Anglo-Saxon Literature. Three hours a week. Three points. English Composition and Rhetoric. One hour a week. One point.

Course II. History of English Literature to the death of Spencer inclusive, with an introduction into the study of mediaeval literature.

Three hours a week. Three points.

English Composition and Rhetoric.

One hour a week. One point.

Course III. History of English Literature from the

death of Spencer to the Restoration, inclusive, with a short account of the influences of the contemporary continental literatures.

Three hours a week. Three points.

English Composition. One hour a week. One point.

Course 4. History of English Literature from the Restoration to the present time.

Three hours a week. Three points.

English Composition. One hour a week. One point.

Course 5. A study of the Historical Development of English Poetry, with consideration of verse forms and meters. Translations from Latin, French and German poetry.

One-half year. Three hours. Three points.

FREE ELECTIVE COURSES

The following courses will be open to Juniors and Seniors, unless limitation is indicated.

Course 6. The English Novel. History of the rise and development of the English novel from its beginning to the present day.

One-half year. Three hours. Three points.

Course 7. The Modern Novels. A study of Nineteenth Century fiction including representative works of English, American, French, German, Russian and Scandinavian novelists.

One-half year. Three hours. Three points.

Course 8. The Drama. The rise and development of the drama from the Mystery Plays through Shakespeare.

One-half year. Three hours. Three points.

Course 9. Shakespeare.

One-half year. Three hours. Three points.

Course 10. The Period of Queen Anne. A study of the principal writers, both in prose and poetry, from the death of Dryden to the death of Swift.

One-half year. Three hours. Three points.

Course 11. The Romantic Movement of the Eighteenth Century. A history of English poetry from 1760 to 1830.

Readings from Burns, Wordsworth, Coleridge, Scott, Byron, Shelley, Keats, and others.

One-half year. Three hours. Three points.

Course 12.. Nineteenth Century Prose. Carlyle, Ruskin, Matthew Arnold, Newman, Thackeray, George Eliot, and others.

One-half year. Three hours. Three points.

Course 13. Nineteenth Century Poetry. Tennyson, Browning, Mrs. Browning, Matthew Arnold, Rossetti, and later poets.

One-half year. Three hours. Three points.

Course 14. American Literature. Historical development of English literature in America, from its beginning to the present day.

One-half year. Three hours. Three points.

Course 15. Argumentation (Seniors). Principles of argumentation. Study of Masterpieces. Forensics preceded by briefs.

One-half year. Three hours. Three points.

Course 16. Chaucer's Reading of the Canterbury Tales, with particular study of certain selected tales.

One-half year. Two hours. Two points.

Graduate Courses

Course 17. Anglo Saxon. A study of the grammatical forms and structure of the Anglo-Saxon language, with some reference to phonetic changes and variations in dialects.—Readings from the writings of Bede, Alfred, Alcuin, the early anonymous poets and others.

Three hours.

Course 18. Beowulf. Translation and study of the social conditions, the religious beliefs, and the legends indicated in this epic.

Three hours.

Course 19. Chaucer. An advanced study of the language and literary art of Chaucer, with some consideration of the language and literature of his day.

Three hours.

Course 20. Spenser, Milton and Dryden. Reading and interpretation of the masterpieces of these poets.

Two hours.

Course 21. English Prose. From the time of Bacon, More, Lyly and Sydney to our own day; with special reference to the development of artistic prose style.

Three hours.

Course 22. The History of English Literary Criticism. An analysis of the theories of literature from the time of Queen Elizabeth to the present, with a consideration also of applied criticism, and of the effect of theory upon the development of literature.

Three hours.

Course 23. World Literature. An interpretative study of Homer's "Odyssey," Dante's "Divina Commedia," Milton's "Paradise Lost," and Goethe's "Faust."

Three hours.

Course 24. Seminar. The English Drama. Special problems in the history of the stage, dramatic theory and dramatic art.

Two hours.

Course 25. Seminar. The English Lyric. Special problems in history of versification, and in the various forms of the lyric.

Two hours.

Course 26. Methods of Teaching High School English.

ORAL ENGLISH

Course 1. The mechanics of voice and speech; theory and practice. Vocal Physiology. The intellectual factors of expression: Inflection, phrasing and emphasis. Reading of prose.

The aim of this course is to establish correct vocal and speech habits for daily use, as well as for public speaking, and to afford drill in the representation of the intellectual content of literature.

Required: One hour a week. Two points.

Course 2. General principles of vocal and pantomimic

expression. The emotional factors of expression: Utterance, quality, force, stress, time, pose, gesture, with illustrative selections. Reading poetry.

Elective. One hour a week. Two points.

Course 3. Advanced phonetics with special attention to methods of correcting sluggish and incorrect speech.

One-half year. One hour. One point. Open to Juniors and Seniors.

Course 4. A study of material used in the grades—stories and poems.

One-half year. One hour. One point. Open to Juniors and Seniors.

Course 5. Artistic Course. The oration; the essay; the lyric; narrative in prose and verse.

One year. One hour. Two points. Open to Juniors and Seniors.

***Course 6. Professional Course.** Pedagogy of reading; analysis and criticism of text books in Elocution and Public Speaking. Study of high school literature and methods of teaching Oral English in secondary schools.

Methods of conducting rehearsals in high schools.

One year. One hour. Two points.

***Course 7. Artistic Course.** Advanced interpretative readings—the dramatic monologue, etc.

Study of dialects for platform use. Preparation and presentation of a program.

One year. One hour. Two points.

GREEK

Course 1. Lysias. Selected Orations. Plato. Apology and Crito. Translation at sight from **Phaedo** and the Symposium of Xenophon. Selections from Memorabilia. Written exercises in syntax and translation from English into Greek.

Three hours, throughout the year. Six points.

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*A special fee will be charged for these courses.

Course 2. Demosthenes. Oration on the Crown. Lectures will be given on the development of oratory. These will be supplemented by Jebb's **Selections from the Attic Orators.**

Open to students who have completed Course 1.

Three hours, first semester. Three points.

Course 3. Homer. Selections from the Iliad and from the Odyssey. Rapid reading. Lectures on Homeric life and antiquities; origin of Epic Poetry; the Homeric question.

Open to students who have completed Course 1.

Three hours, second semester. Three points.

Course 4. Greek Drama. Reading and criticism of selected dramas of Æschylus, Sophocles, Euripides, Aristophanes. This course is designed to give a general view of Greek drama, both tragedy and comedy. A special study is made of the Greek theatre and the origin and development of the drama.

Open to students who have completed Courses 1 and 2.

Three hours, throughout the year. Six points.

Course 5. History of Greek Literature. Lectures with collateral reading. Open to Juniors and Seniors.

Three hours, first semester. Three points.

Course 6. Greek Historians. Selections from Herodotus, Thucydides.

Open to students who have completed Courses 1 and 2.

Two hours, second semester. Two points.

Course 7. Greek Lyric Poetry. Selections are read from the elegiac, iambic and lyric poets.

Open to students who have completed three courses.

Two hours, first semester. Two points.

Course 8. Review of Preparatory Greek. This course is designed for those who intend to teach Greek. Emphasis will be laid upon the principles of Greek grammar, with a careful review of the required entrance reading and methods of teaching Greek language and literature.

Open to students who have completed three courses.

Three hours, second semester. Three points.

Course 9. Greek Prose Composition. Not open to students who have received conditions in composition connected with I.

One hour, throughout the year. Two points.

Graduate Courses.

Course 10. The Greek Orators. This course is intended to exhibit the development of the art of oratory among the Greeks from the earliest times with a pedagogical study in the teaching of the rendering of Attic prose Greek into English. It also includes Greek prose composition; the chief sources of material are: Antiphon, Murder of Herodes; Andocides, De Mysteriis; Pericles' Funeral Oration; Isaeus, one case will be studied.

Course 11. Attic Prose. This course comprises a study of Xenophon as exponent of formal Greek grammar, his diction, word formation and sentence structure; and Xenophon as historian and essayist. The course also includes Greek prose composition. Anabasis, books I, II, and IV; and Hellenica, books I and II, are the chief sources considered.

Two hours. Lectures, assigned readings and papers.

Course 12. Greek History. This course embraces a study of the history of Greece through the Roman conquest, including a consideration of Greek politics and statecraft. Selected passages of Herodotus, Thucydides and Xenophon will be read. Aristotle's "Politics" and Plato's "Republic" will also receive attention.

Two hours. Lectures, papers and assigned readings.

Course 13. Greek Art. This course is designed to present a study of Greek architecture, sculpture and painting; the temple and public buildings; coins, gems and vases. It also includes an account of the archaeological researches in Greece and Italy to-day.

One hour per week.

Course 14. Greek Religion. The chief topics considered in this course are: Religion and mythology of the Greeks, based on evidences in Greek literature and archae-

ological discoveries; religious teachers; deities, temples, temple-service and property; cults.

One hour per week. Lectures, assigned readings and papers.

Course 15. Homer. The first part of this course will be confined to a study of the dialect and vocabulary of Homer. Then it will consider Homer the poet, and the object of study and literary criticism. Finally it will treat of the place of Homer in literature and in archaeology. Material for study will be chosen from the Iliad, books I to VI, and the Odyssey, books I to VIII.

Two hours a week.

Course 16. Seminar in Greek. A critical study of one or more plays of Sophocles and Euripides.

LATIN

Course 1. Selections from Livy (Burton).

The chief aim of this course is to train students to read Latin with ease. To this end word-order, particles, mode, and tense are carefully studied; reading at sight is frequent. Collateral reading in Roman History is required. The subject-matter is informally discussed and made the topic of occasional papers.

Latin Composition (Gildersleeve & Lodge).

One-half year. Three hours. Three points. Required Freshman year.

Course 2. Horace's Odes and Epodes (Smith). Study of metres, style and personality of Horace. Special attention is given to mythological, historical and geographical allusions. Some of the more famous Odes are committed to memory. Latin Composition.

One-half year. Three hours. Three points. Required Freshman year.

Course 3. Selections from Latin poets (Crowell). Attention is given to the tendencies of the age and the influence of the Alexandrian School as exemplified in the selections read.

One-half year. Three hours. Three points. Required Sophomore year.

Course 4. Selected Letters of Cicero and Pliny.

Three periods in Cicero's life are considered; the years immediately preceding his exile, his course at the beginning of the Civil War 49 B.C.; his conduct from Caesar's death to his own. The characters of Caesar and Pompey, and their part in the fall of the republic are discussed.

The main object of the study of Pliny's correspondence and relations with Trajan, is to present a picture of life and manners at Rome under the early empire. Each student presents two or more papers, giving the results of independent reading.

One-half year. Three hours. Three points. Required Sophomore year.

Course 5. Plautus and Terence.

The origin, development, and characteristics of Roman comedy are studied. Attention is given to the peculiarities of archaic and colloquial Latin and the reading of the simpler metres. There are lectures and reports on such topics as the theatre, stage and actors.

One-half year. Two hours. Two points. Open to students who have had Courses 1, 2, 3 and 4.

Course 6. Juvenal. Martial.

Considerable portions of the authors are read and studied with reference to their literary art and as portraying the state of Roman society under the early empire. Papers on assigned topics.

One-half year. Two hours. Two points. Open to students who have had Courses 1, 2, 3 and 4.

Course 7. History of Roman Literature (Fowler). A survey of Roman Literature from the earliest times to the end of the silver age. Assigned readings of the more important authors.

Course 8. Tacitus. Annals, with studies in Roman Political Institutions (Abbott).

One-half year. Two hours. Two points.

Course 9. Advanced Latin Prose. The Latin idiom and

essential differences between English and Latin modes of expression are studied.

One year. Two hours. Four points.

Course 10. Teacher's Training Course.

This course is recommended only for students who have had two years of elective work in Latin. The aim of the course is to give prospective teachers assurance in their work. The course includes lectures on problems connected with the teaching of Latin in secondary schools; practical exercises in the study of grammar and the authors read in secondary schools; reports, discussions and practice teaching.

One-half year. Two hours. Two points.

Graduate Courses.

Course 11. Latin Composition. This is an advanced course. Special attention will be given to a study of Latin idiom in the first part of this course. During the second part of the course there will be a careful consideration of the structure of the paragraph. This course is required of all students making Latin a major subject for advanced degrees.

Two hours.

Course 12. History of Latin Syntax. This course traces the development of the theory of syntax from the views of the Greek philosophers and grammarians, through the Latin grammarians and the scholars of the Renaissance, to the most recent discussions. Then the results of comparative philology and historical syntax are employed to show the fundamental conceptions of syntactical usage. Finally, an attempt is made to organize and explain the phenomena of the language as appear in the literary monuments.

Two hours. Lectures, assigned readings and papers.

Course 13. Roman Epigraphy. This course begins with an introduction to the study of Latin inscriptions. It then proceeds to an examination of official and sepulchral inscriptions. Toward the end of the term there will be assigned investigations of the contributions of epigraphy to

political, constitutional and economic history. Lectures and reports.

Two hours.

Course 14. Roman Historiography. The work of this course will be confined to readings from the historians, including fragments to illustrate the narrative style. There will be a detailed study of the style of Tacitus.

Two hours. Lectures, readings and papers.

Course 15. Virgil's Aeneid. This course is intended for advanced students. The aim will be to present the first six books of the Aeneid as a masterpiece of epic poetry. Some attention will be given to the last six books also, that the purpose and unity of the Aeneid as a whole may be made clear.

Two hours.

Course 16. History of Roman Literature. This course presents a complete survey of, and introduction to the history of classic Roman literature from Livius Andronicus to Gellius.

Two hours. Lectures and assigned readings.

Course 17. Research Course in Roman Satire. The history of the word Satura, the history of satire among the Romans, from the dramatic Satura through Juvenal. Kindred topics will receive careful attention. The Roman tradition concerning the dramatic satura and the modern skeptical attack on that tradition will be fully considered. Full texts of Horace, Persius and Juvenal will be required.

Course 18. Latin Readings. This course aims to present an exposition of the principles of Latin pronunciation, and to devote special attention to the method of studying vocabulary. It is proposed to choose such texts as are particularly rich for literary and biographical data; namely, the Traces of Varro, Seutonius (Gellius), Jerome's Latinization of Eusebius; Cicero (Orator, de Oratore, Brutus); Grammatici Rhetores (Seutonius); Quintilian, Seneca Rhetor, and Seneca the Essayist; Tacitus' Dialogue. There will be some notice of Probus, Terentianus Maurus, Donatus, Diomedes, Servius and Macrobius.

Two hours. Lectures, assigned readings and papers.

Course 19. Latin Seminar. Satires of Horace.

GERMAN

German Language and Literature

Course 1. Elementary Course. Pronunciation, grammar and easy reading. Intended for students who have no previous knowledge of German.

Three hours, throughout the year.

Course 2. Prose reading of selected tests. German Lyrics and Ballads and Goethe's "Hermann and Dorothea" will be read. Study of German syntax and translations of more difficult passages from German and English.

Three hours, throughout the year. Six points.

Course 3. Narrative and dramatic exercises in German Composition. Schiller's life and works. Wallenstein will be read. Private reading: Wilhelm Tell or Maria Stuart.

Three hours, throughout the year. Six points.

Course 4. Critical reading of modern German authors. German Grammar and Prose composition. The course in critical reading consists of translations of modern German prose and verse. Selections from Goethe's "Wahrheit und Dichtung" are used in the first semester and Goethe's "Iphogenie and Tasso" in the second semester. For translation of English into German, Whitney and Straebe's Advanced German composition is used.

Three years, throughout the year. Six points.

Course 5. Faust-Legend and similar legends in mediaeval and modern literature. Goethe, Faust (first and second parts).

Three hours, throughout the year. Six points.

Course 6. Recent writers. Characteristic dramas, novels and lyrics representative of present-day literary movements.

Three hours, throughout the year. Six points.

Course 7. Teachers' Course. The most approved methods now employed in the teaching of modern languages,

with discussion of reports on assigned topics. Open to Seniors who expect to teach German in secondary schools.

One hour, second semester. One point.

Graduate Courses

Course 8. History of the German Language. The object of this course is to trace from their origin up to the present time the grammatical forms and the subsequent phonetic and morphological changes of the High German language. Special attention will be drawn to the peculiarities of each period of the language and to the growth of modern German as a literary medium. Selected texts, typical of the several epochs, will be read and explained as illustrative material.

Gothic

In the first part of this course there will be made a thorough drill on grammatical inflections, together with a study of the phonetic conditions in the Gothic dialect. Braune's Gotische Grammatik will be used, and the extracts there given from the Bible translation of Ulfilas will be used in connection with Braune's book. Etymology, with the aid of Uhlenbeck's "Etymologisches Wörterbuch der gotischen Sprache" and Kluge's "Deutsches etymologisches Wörterbuch" will receive careful attention.

Old High German

This course will be introduced by several lectures dealing with the East and West Germanic groups of dialects for the purpose of choosing by comparison the peculiarities of each and of determining the position of High German amongst them. The course will be then continued by a careful study of old High German phonology and accidence on the basis of Braune's "Althochdeutsche Grammatik" together with readings in Braune's "Althochdeutsches Lesebuch."

Middle High German

The study of Middle High German phonology and accidence as contained in Paul's "Mittelhochdeutsche Gram-

matik" will form an essential part of this course. The course, however, is not purely linguistic, for combined with it there will be given a survey of German literary activity during the Middle High German period, and for this purpose a rather detailed study will be made of Hartman von Ane's "Der Arme Heinrich," extracts from Walther von der Vogelweide and from Lachmann und Haupt "Des Minnesangs Frühling."

Course 9. German Literature.—This is a general course and covers the field from the earliest times down to the present day. Its object is to acquaint the student with the characteristics of the various tendencies and developments in German literature, thought and culture, their problems and their solutions. The political and social ideals together with the religious conceptions of the German people will receive special attention. The work consists chiefly in lectures and discussions, though special readings will be assigned from a number of standard works on the subject, and Max Muller's "German Classics," and Thomas' "Anthology" will be used as illustrative material.

Course 10. From Gottsched to Herder (1720-1770). The course will be introduced by a general survey of German literature during the latter part of the seventeenth and the beginning of the eighteenth centuries. Careful attention will then be given to the rise of literary criticism, especially as it was revealed in the struggle between Gottsched and the Swiss school. The life and ideals of the more important Bremer Beitrager will be studied and discussed in order to gain an estimate of their place in the general tendencies of the times. While the above is an essential part of the course, the chief stress will be placed upon Klopstock, Lessing and Wieland. This is a lecture course, but much reading is expected and certain topics will be assigned to the members of the class for the purpose of special investigation.

Course 11. From Herder to Schiller's Death (1770-1805). After a short survey of the conditions of German

literature immediately preceding the period named, the course will first deal with the so-called Storm and Stress period. The influence of Shakespeare, Ossian and others will be pointed out and the development of this movement, illustrated in the works of its principal representatives, will be studied. Goethe before and after his Italian journey with its results; his subsequent co-operation with Schiller; the productions of each during their short but important period of friendship will receive detailed attention. Lectures, readings and topics assigned for further investigation.

Course 12. The Romantic School. The Romantic "School," e. g., the Catholic and literary tendencies and ideals of this movement with its critical aspects and an estimate of its specific position in German literature will be discussed. The works of its typical representatives along the lines of the drama, the novel, the fairy tale, the folk-song and lyrical poetry will be considered. The influence of Romanticism upon German culture will form an important part of the work. Lectures, readings and discussions.

Course 13. Germanic Seminar. The German Drama.

ROMANCE LANGUAGES AND LITERATURES

Italian

Course 1. Grammar and drill on pronunciation. C. H. Grandgent's Italian Grammar is used. Stories by Tagaggaro and several plays of Goldoni and Mangoni will be used. Juniors and Seniors only. Three hours throughout the year. Six points.

Course 2. Italian composition. Italian classical literature. The sonnets of Petrarch and selections from the Divina Commedia will be studied. C. H. Grandgent's Italian composition is used for the work in composition. Three hours throughout the year. Six points.

French Language and Literature

Course 1. Elementary Course.—Thorough study of French grammar. Pronunciation and easy reading. Mem-

orizing and Dictation. Course in phonetics. Open to students who did not offer French at entrance. Three hours a week. Six points.

Course 2. Intermediate Course.—Grammar, prose composition and reading of selected texts. Course in phonetics. Conversation idioms. Three hours a week. Six points.

Course 3. History of French Literature in the Sixteenth Century.—In this course the literature of the Renaissance will be especially emphasized. Lectures and class work in French conversation and French composition. Three hours a week. Six points.

Course 4. History of French Literature in the Seventeenth Century.—Two periods: 1600 to 1660, and after 1660. Lectures in French. Critical reading. Conversation and French composition. Three hours a week. Six points.

Course 5. History of French Literature in the Eighteenth Century.—Its influence on modern thought and European Romanticism. Lectures in French. Conversation. Critical reading of texts representing the literary movement of the century. Three hours a week. Six points.

Course 6. History of French Literature in the Nineteenth Century to the Present Time.—This course will include the Romantic movement and include the reading of the works of Chateaubriand, Hugo, Lamartine, Mussel and Vigny. Class work in French. Three hours a week. Six points.

Course 7. The French Novel in the Eighteenth Century.—Lectures in French and reports on the works of Le Sage, Diderot, Prévost and Bernardin de Saint-Pierre. Conversation. Three hours a week. Six points.

Course 8. Methods of Teaching French in Secondary Schools.—Discussion of the various methods employed. Reports on assigned topics. One hour. Two points.

Graduate Courses

Course 9. Old French. Reading and discussion of selected texts. Important works in the Old French Period.

Course 10. Old provençal selected reading of the works of the Troubadours.

Course 11. Old French dialects. Study of the development of the dialects. Lectures and reports.

Course 12. French Romanticism. Critical reading of selected texts. Lectures and class work in French.

Course 13. Special topics in sixteenth and seventeeth century literature. Lectures in French. Critical reading. Reports.

Course 14. Special topics in eighteenth century French Literature. Lectures in French. Reading reports.

Course 15. Special topics in nineteenth century French literature. The French novel. Lectures and class work in French.

Course 16. Sources and development of French comedy. This course traces the influence of Spain and Italy on writers of comedy in French as illustrated in the works of Corneille and Molière.

Course 17. Seminar special topics in French Literature.

Course 18. Seminar in Romance philology. Discussion in French of selected texts.

SPANISH

Course 1. Thorough training in the essentials of the grammar. Dictation and prose composition. Reading of graded texts. Three hours throughout the year. Six points.

Course 2. Critical reading and lectures on Spanish literary history of the nineteenth century. Reading comprises representative works in the various branches of literature. Three hours throughout the year. Six points.

HISTORY

Course 1. General European History. The aim of this course is to give a general outline of the development of Western Europe, from the decline of the Roman Empire to the last quarter of the Nineteenth Century. It includes a study of the principal institutions of the Middle Ages, such as the Church, Feudalism and the Mediæval empires, followed by a study of the Renaissance, the Reformation, Re-

ligious and Political Wars, and the development of modern states. Required of all Freshmen.

Two hours, throughout the year. Four points.

Course 2. English History. From the Anglo-Saxon conquest to the present time. Special treatment of the growth of the constitution, the monarchy, the revolutions of the Seventeenth Century, the expansion and development of democracy.

Two hours, throughout the year. Four points.

Course 3. The French Revolution and the Nineteenth Century. The political history of Europe since 1789. Spread of democratic principles; growth of the present political institutions of Europe. Achievements of national unity in Germany and in Italy. Colonial policies and problems of England, France, Germany, and Russia, and political development in Eastern Europe and in Asia and Africa.

Two hours, throughout the year. Four points.

Course 4. History of the United States from 1787. A study of the formation and development of the Constitution of the United States, with special reference to controlling forces, such as the organization of parties, and the growth of democracy, the rise of the slave power, the political effects of the development of the West. Open to Juniors and Seniors.

Three hours, throughout the year. Six points.

Course 5. American History. (a) Age of Discovery and Conquest. (b) The American Revolution. American history, including the period of the Revolution.

Three hours, throughout the year. Six points.

In the first semester, the discovery and exploration of the American continents, by the Spanish, English and French, will be treated in detail; to be followed by a study of the contest between the European powers for control in the New World. The second semester will be devoted to a careful consideration of the American Revolution, the causes which led to it, and the results produced by it, in the Old World, as well as in the New World.

Three hours, throughout the year. Six points.

Course 6. Civil Government in the United States. This course embraces the following topics: Early American Government, such as the township and the county; the Government of the Colonies; the Tendency to Union; the Establishment of Self-Government; the Articles of Confederation and their Failure; the Philadelphia Convention and the Federal Constitution; the Principles Underlying the American Federal Government, with special reference to Hamilton's "Federalist" and Madison's "Journal"; State Government and its Relation to the Federal System.

Three hours, throughout the year. Six points.

Graduate Courses.

Course 7. History and Development of the Constitution of the United States. This course aims to trace the chief features of the United States Government from its origin down to the present day. Historical events which determined certain usages will be pointed out and explained. The unsuccessful experiments in American Government prior to the present Constitution will be discussed, followed by a detailed study of the Philadelphia Convention on the basis of Madison's Journal and Hamilton's Federalist. The organization of the federal government, state powers, the supremacy of federal government and other pertinent subjects will be considered. This will be followed by a comparative study of some of the leading constitutions of Europe, attention being drawn to the point of difference, and especially to the English Cabinet system as compared with the Presidential System of the United States.

Lectures, discussions and assigned readings. Fiske, Civil Government in the United States; Beard, American Government and Politics; Ashley, The American Federal State; Bryce, The American Commonwealth; Merriam, A History of American Political Theories; Fairlie, The National Administration of the United States; Burgess, Political Science and Constitutional Law; Beard, Readings;

Reinsch, Readings; Thorpe, The Federal and State Constitutions.

Course 8. The French Revolution and the Napoleonic Era. The essential causes of the French Revolution, viz., the survival of Feudalism, political and social abuses, and the economic evils of France, will be discussed together with the growth of the revolutionary spirit which resulted from the writings of Voltaire, Rousseau, Montesquieu and the Encylopedists. Attention will be directed to some of the reform measures suggested by Furgot, Necker, and Calonne; to the reason of the failures of these measures, while the progress of the Revolution to the fall of Robespierre will be made the subject of special consideration.

The second half of the course will embrace a detailed study of France after the Revolution; the part which Napoleon played towards the end of it; his campaigns to Italy and Egypt, and the importance of the Peace of Campo Formio; Bonaparte as Consul; the reconstruction of French institutions, such as the Legion of Honor; Napoleon as Emperor; his subsequent campaigns; the various revolts against him, and his final downfall. The effect of Napoleon's achievements upon the rest of Europe together with an estimate of his character and his place in history will receive a careful consideration.

The course will be given in lectures, but special topics will be assigned to the several members of the class to be reported on orally or in writing. Lowell, The Eve of the French Revolution; Mathews, The French Revolution; Perkins, France under Louis XV; Stephens, The French Revolution; Cambridge Modern History, Vol. VII; Fornier, Napoleon; Johnson, Napoleon; Rose, The Life of Napoleon; Cambridge Modern History, Vol. IX; Seignobos, Political History of Europe since 1814.

Course 9. American History from 1829 to 1865. This course aims to trace the various social and political ideals during the period named, especially the Jacksonian Epoch in its various phases and results; the conflicts between these

ideals, the men who were engaged and the measures which were employed in an effort at their solution; the ultimate solution itself together with its results upon the nation as a whole.

Territorial growth, commercial expansion, and industrial progress will receive considerable attention, though the chief emphasis will be placed upon the political aspect of this particular era. Lectures, topics and collateral reading. Burgess, The Middle Period; Vise, Seven Decades of the Union; Sparks, Expansion of the American People; Siebert, The Underground Railway; Wilson, Rise and Fall of the Slave Power; Ormsby, History of the Whig Party; Rhodes, History of the U. S. from the Compromise of 1850; Hart, American History Told by Contemporaries; MacDonald, Select Documents 1776 to 1860; Orations, and Congressional Debates.

Course 10. Method of Historical Research. This course will deal with a consideration of historical materials, such as stones, monuments, coins and documents; the external and internal evidence of these materials; Relics and their interpretation; Oral Tradition; Forged Documents; Error; the method of how to determine the author; with the sciences auxiliary to History (Hilfswissenschaften) such as Paleography, Diplomatics, Chronology, Heraldry, Genealogy and Historical Geography. This will be followed by a discussion of some of the great historical writers and their method of writing History, and by an outline of the development of historical study as a science.

The work will be given in lectures supplemented by a display of historical materials and the assignment of reference readings from such works as those of Pathof, Retberg and others.

ECONOMICS AND SOCIOLOGY

Course 1. Principles of Economics. An introductory discussion of the laws relating to the production and to the consumption of wealth. The subject matter will be developed by lectures, class discussions, assigned readings and

by written reports upon special subjects. Two hours per week. Four points. Required. Junior year.

Course 2. Economic History.—The history of Europe and of the United States will be traced with reference to the evolution and to the development of industrial organization and activity. Some of the topics studied will be the English Manor, Guilds, Growth of Towns, Manufactures, the Industrial Revolution, the Factory System, Industrial Combinations and Modern Economic Changes. This course can be correlated with Course 1. Two hours per week. Four points. Elective.

Course 3. Modern Economic Problems. This course is a concrete, practical discussion of recent economic developments. The subject will be introduced by lectures upon the general principles involved, the interrelation of the topics studied, and upon statistical methods of research. Some of the topics will be: Industrial Organization, Labor and Capital, Trade Unions, Corporations, Trusts, Transportation Systems, and the Industrial Development of the South and West. Each student will choose, for special study, some phase or problem connected with the general economic situation. Two hours per week. Elective. Junior and Senior years. Four points.

Course 4. Economic Theory. This course presupposes Courses 1 and 2. A critical and comparative study will be made of the important contributions to the economic theory by such writers as Adam Smith, Ricardo, and of the leading exponents of the modern English, German and Austrian schools. Two hours per week. Elective. Junior and Senior years. Four points.

Course 5. (a) Finance, Banking and Railways, (b) The Tariff and Tariff History in the United States. Two hours per week. Elective. Senior year. Four points.

Course 6. Principles of Sociology. Social Theory, Structure and Evolution of Society, the Social Process, the Place of Sociology among Sciences, Methods and Problems of Sociology, the Social Population, the Family, the Tribe,

the Town, the State, the Philosophy of History, Nature and Stages of Civilization, Final Conception of Society. Two hours per week. Required. Senior year. Four points.

Course 7a. Social Ideals. An historical and comparative study of ideal commonwealths, typified by Plato's Republic, and by the Utopia of More and works of Campanella, Bacon and other writers. One hour per week, throughout the year. Two points. Elective. Junior and Senior years.

Course 7b. Socialism. A study of socialism as indicated by theories, proposed reforms and experiments of modern socialistic writers. In this course a reading knowledge of French and of German will be of assistance. One hour per week. Two points. Elective. Senior year.

Course 8. Modern Social Conditions and Problems. Physical, psychological, moral and social status of dependent, delinquent and abnormal classes; dependent children, the unemployed, private relief, charity organizations, reformatories and prison methods. The study of the practical problems involved may be facilitated by visits to institutions in New York City, which is within easy reach of the College. Two hours per week. Four points. Elective. Junior and Senior years.

Graduate Courses
Sociology and Social Economy.

Course 9. Primitive Man. This course is chiefly confined to a study of the American Indian. It embraces the following topics: The migration and geographic distribution of tribes, including their government and organization; the beginnings of civilization, including an examination of mounds, earthworks and remains; progress in the industrial arts; food supply; environment, and stages of culture; the modern Indian problem. Lectures, readings from reports of the United States Bureau of Ethnology and other sources, and papers. Two hours.

Course 10. Social Progress. This course is historical. It considers the early distribution and ethnic composition

of the population of western Europe; the early forms of the family, the origins, structure and functions of the clan, the organization of the tribe, the use of tribal federation, tribal feudalism, and the transition from a gentile to a civil plan of social organization. Early literature, legal codes and chronicles, descriptive of the Celtic and Teutonic groups which combined to form the English people before the Norman Conquest, are the chief sources made use of in this course. Lectures, readings and papers. Two hours.

Course 11. History of Socialism. This course presents an outline of the social movement during the nineteenth century. It then considers the doctrines of the leading French, English and German exponents of socialism, such as Babeuf, St. Simon, Fourier, Cabet, Proudhon, Louis Blanc, Robert Owen, Thompson, the English Christian socialists, the German "philosophical" socialists, Lasalle and Rodbertus. Special attention is given to the theories of Marx as well as to the revolt against Marxism. Finally, there will be a review of present social movements in the United States and abroad. Lectures, papers, and assigned readings. Two hours.

Course 12. Social Legislation. An investigation of methods and results of recent legislation in American states and European countries, dealing with social problems of the home and standards of living. The chief topics considered are: Marriage and divorce; public poor relief; humane treatment of children; compulsory school attendance; family income and expenditures, including regulations for the protection of savings, such as temporary loans on goods pawned, chattels mortgaged, or salary pledged; sanitation and health of the household, including regulation of contagious diseases, vaccination, and registration of tuberculosis. Lectures, assigned readings and papers Two hours.

Course 13. Seminar. Sociological Theories. This is a research course, and is required of all students making sociology a major subject for advanced degrees.

Course 14. Political Economy and Finance. This

course is historical and critical. It traces the history of the science of finance, describes the different kinds of public revenues, including the public domain and public property, public works, and industrial undertakings, fees and special assessments. It then discusses the general theories of taxation, devoting special attention to the problem of the incidence of taxation, and to the newer social theories of taxation. The course then treats of the various classes of public expenditure and the fiscal principles which govern them. It considers, also, public debt, methods of borrowing, redemption, refunding, repudiation. Finally, it describes the fiscal organization of the state, by which the revenue is collected and expended, and discusses the budget, national, state and local.

Course 15. Fiscal and Industrial History of the United States. The aim of this course is to present a survey of national legislation on currency, finance and taxation, including the tariff, together with its relations to the state of industry and commerce. The topics discussed include: The fiscal and industrial conditions of the colonies; the financial methods of the Revolution and the Confederation, the genesis of the protective idea; the policies of the Federalists and of the Republicans; the War of 1812; the crises of 1819, 1825, and 1837; the tariffs of 1816, 1824, and 1828; the distribution of the surplus and the Bank war; the currency problems before 1863; the era of "free trade"; the fiscal problems of the Civil War; the methods of resumption; the new industrial problems; the currency acts of 1878, 1890, 1900; the loans of 1894-96; the tariffs of 1890, 1894, 1897; Spanish War financiering; the crisis of 1907; the tariff of 1909. This course closes with a discussion of the present fiscal and industrial situation. Lectures, assigned readings and reports. Two hours.

Course 16. The Labor Problem. This course deals with the following topics: The rise of the factory system; factory legislation; the growth of trade unions, the changes in the law in respect to them; the policies of trade unions;

strikes; lockouts; arbitration and conciliation; proposed solutions of the labor problem, and the future of labor in the United States.

Course 17. The Trust and Corporation Problem. Special attention is devoted to the trust problem as it presents itself in the United States. The chief topics considered are: The rise and progress of industrial combinations; forms of organization and policies of typical combinations; the common law and the trusts; anti-trust acts and their results; and other proposed solutions of the problem.

Course 18. Social Legislation. This course is confined to a study of the methods and results of recent legislation in America and in some European countries, dealing with social problems of the wage-earner. Among the topics considered are: Factory legislation; factory inspection; child labor; dangerous occupations; industrial accidents; employer's liability; workmen's compensation; industrial insurance; old-age pensions; regulation of wages, and hours of labor; arbitration of labor disputes.

Course 19. Seminar in Social Legislation. This is a research course, and is required of all students making economics a major subject for advanced degrees.

PHILOSOPHY

Course 1. Logic. Cursory review of history of Philos ophy: Its definitions, excellence, influence, divisions, relation to Theology and Revelation. Use of human reason in matters of faith.

Course 2. Dialectics. Natural Logic (Divisions) (Dialectics Defined). Knowledge defined. Nature. Kinds. Intellectual Knowledge. Different Intellectual Operations. Sense and Abstract Knowledge. Simple apprehension. Judgment. Propositions. Reasoning—Syllogisms. Terms: Mental and Verbal, Univocal, Equivocal, Positive, Negative, Categorematical, Syncategorematical—other terms. Universals, their Origin, Genus. Species. Difference. Attributes and Accidents. Porphyrian Tree-Categories; their

Number, Exposition and Disposition. More Specific Treatment of Propositions. Judgments and Deductions. Probable Reasoning. Fallacious Reasoning. Indirect Reasoning. Sophisms. Methods in Reasoning. Exercise in Reasoning or Circle.

Course 3. Critics. Certainty—nature and grades of, subjective and objective, immediate and mediate, natural and philosophical, absolute and hypothetical, physical and moral, free and necessary. Existence of certainty. Scepticism in its various forms. States of the mind with regard to truth. Elements that make up certainty. Means of attaining certainty. A sketch of our cognoscive powers. The outer senses and organs. The inner sense and organs. The imagination, its sensible memory. The intellect. Apprehending, judging, reasoning. The intellectual memory, consciousness, the intellect in particular, primary ideas, analytical judgments, reasoning process. Reliability of these functions. Consciousness and its reliability. Objective truth of primary ideas. Nominalists, Conceptualists and exaggerated Realists. Metaphysical certainty of immediate analytical judgments. Reliability of memory. Compelling force of syllogistic reasoning when rules of argumentation are observed. Conditional infallibility of outer and inner sense. Objective value of normal sensations. Testimony of men, conditional, authoritative. Truth of the judgments of common sense. Evidence, its nature and necessity, the last and universal test of certainty when it manifests objective truth.

Course 4. Ontology. Definition of Metaphysics. Difference between Metaphysics and Physics, between abstract and concrete knowledge. Divisions of Metaphysics, general and special. Ontology and what it examines. The nature of being. Meaning of the terms: transcendental, physical and logical. Term Being not a genus. The idea of Being in general not the idea of the infinite Being, because indefinite, abstract and analogical. Possible Being. Intrinsic and extrinsic possibility. Whence Divine knowl-

edge of possibles. Whence knowledge of possibles. Internal possibility depends upon intellect and essence of God. How idea of infinite is found. Essence and existence of Being. In what way essences are eternal and immutable. How we know the essences of things. Existence. The nature of Being. The principles of identity, contradiction and the excluded middle. Transcendental attributes of being. Unity, Truth, Goodness, Metaphysical Unity, physical, moral and accidental unity. Multiplicity. Distinction. Abstract and concrete numbers. Identity. Individuality. Real and logical distinction. Ontological truth. Metaphysical Falsity. Proper, pleasurable, useful, true, apparent Good. Leibnitz and metaphysical Evil. Physical, intellectual and moral Beauty. The categories. Substance. Views of Spinoza, Hume, Locke and Leibnitz on substance. Simple, compound, complete and incomplete substance. Personality. Personal identity. Vital, absolute, intrinsic and extrinsic accidents. Discreet, continuous, concrete and abstract quantity. Quality, its definition and species. The category of Relation. The six extrinsic accidents. Limitless, vacant space not a reality. Cause and Effect. The five causes. The principle of sufficient reason and the principles of causality are certain. The chief perfections of Being: simplicity, infinity, necessity and immutability.

Course 5. Cosmology. Special Metaphysics. The Universe: its origin. Opinions of Plato, Aristotle, Pythagoras, Spinoza, Fichte, etc. Pantheism and Agnosticism. Matter, not self-existent, could not have originated but by creation. Purpose of the world determined by the Creator, hence His extrinsic glory. The world not absolutely but relatively perfect. The laws of Nature not absolutely immutable. Miracles. Systems regarding constituent elements of matter, and the theory that there are in matter two substantial principles, that of matter and that of specific action. Extension. Impenetrability, Figure. Local motion.

Course 6.—Psychology. Essence and degrees of life.

Living bodies do not originate from non-living bodies. Essential difference between plants and animals. Unity a vital principle in each individual. Irrationality of the brute soul. Plants and animals intended for the use of man. Evolution of animals from plants not proven; of man from irrational animals philosophically untenable. Cognition, sensitive, rational. Dreams. Somnambulism. Difference between sensitive and intellectual knowledge. Theories of Traditionalists and Ontologists. Origin of universal ideas. Sensible and rational appetite. Spontaneous and voluntary acts. Freedom. Essence of Liberty. Will of man free not only from coercion, but also from necessary action. The human soul is a being essentially simple, spiritual and immortal, and cannot originate but by creation. Materialism.

Course 7. Natural Theology. Its definition and object. The idea of God. Atheists and Agnostics. The existence of God proven by metaphysical, physical and moral arguments. Objective value of ontological argument. The essence of God. God is infinitely perfect. His unity absolutely exclusive of other gods. His immutability. God is eternal, omnipresent, limitless. He is free in all His internal acts. God is infinitely good and omnipresent. He preserves by His active influence, and at every moment, His created beings, and every event in the world is directed by His Divine Providence.

Required, Junior year. Three hours. Six points.

CHRISTIAN APOLOGETICS

Course 1. General subject. The Christian religion. General notions. Apologetics defined. Religion. Revelation. The three phases of revealed religion. Role of reason in matters of faith. Criterion of certainty. Mysteries. Historic value of the Bible. The Bible and the sciences. Authority of the Gospels. Integrity and truthfulness of same. Divinity of Christian religion. Miracles and prophesies. Miracles performed by Our Lord. His resurrection. Miracles of the Apostles. Miraculous estab-

lishment of the Christian religion. The martyrs. Fruits of Christianity.

Required. One hour a week.

Course 2. The Divinity of Christ. The Roman Catholic Church. Christ founded a religion, which is the Church of Rome. Sanctity. Catholicity. Apostolicity. Unity. These four notes possessed by the Church of Rome.

Required. One hour a week.

Course 3. No other church possesses these notes. The Protestant rule of faith. The Schismatic Greek Church. The primacy of the See of Peter. Indefectibility of the Church. Its power to teach. Its power to confer the Sacraments. Infallibility of the Church. Its object and its subject. Conditions of infallibility.

Required. One hour a week.

Course 4. Church and State. Independence of spiritual power. Independence of civil power. Rights of the Church. The temporal power. Tolerance, liberalism and liberty. Accusations against the Church. Intolerance of the Church. Outside the Church there is no salvation. The Inquisition. Galileo. Massacre of Saint Bartholomew. The Edict of Nantes. The Crusades. Papal power in the Middle Ages. The temporal sovereignty of the Popes. The Church and civilization. Individuals and the family before and after Christianity. Family life. Catholic and Protestant nations. The Church and intellectual culture. The Church and higher education. Conclusions.

Required. One hour a week.

MORAL PHILOSOPHY OR ETHICS

Ethics defined. Metaphysical foundation of Ethics. Division of Ethics. Teleology in general. The last end and its attainment. Different kinds of good. Different kinds of ends. Obligation to tend by intellect and will to the last end. Perfect happiness and its possible possession. The Infinite only can make man perfectly happy. Perfect happiness on earth. The essence of Morality. Essential

difference between moral right and wrong. The determinants of morality. Accountability for moral acts. The basis of moral obligation. Merit and demerit. Hindrances to accountability. Ignorance, concupiscence, fear, violence. Passions. Habits. Virtues. Vices. The Cardinal Virtues. The natural law, the rule of human reason. Conscience applying moral law. Sanction of the moral law. Natural law, eternal and unchangeable. Conscience when certain must be obeyed. The eternal sanction of the moral law. Rights and duties. Duties to God. Public worship. Indifference in matters of religion unphilosophical. Duties to ourselves. Suicide. Duties toward our fellow-men. The Golden Rule. Lying. Giving scandal. Homicide. Murder. Regard for the reputation of our fellow-men. Ownership. Property. Right to increase or lay up property. Landed property. Single tax. First occupancy. Commissions and scientific Socialism. Theft. Robbery. Restitution. Modes of acquiring property. Contracts. Wages.

Society in general. Religious, domestic, civil and international society. Necessity of authority. Domestic society. Primary ends of marriage. Unity and indissolubility of marriage. Rights of domestic society not derived from civic society. Parental authority. Education. Education of children; of servants. Slavery.

Civil society, its nature, origin and end. Civil authority. The authority of the state from God. The social contract. Terms of government. The legislative, judiciary and executive forms of government. The police, the militia, the regular army and navy.

International law and the principles underlying it. Natural rights. War and its justification. The tendency of Christian civilization.

Required Senior year. Four hours a week. Eight points.

Graduate Courses.

Course 1. History of Philosophy. The subjects treated

are: **Ancient Philosophy.** Oriental: (a) Babylon and Assyria, (b) Egypt, (c) China, (d) India, (e) Persia. **Greek and Græco-Roman Philosophy:** (a) Pre-Socratic, (b) Socrates and the Socratic Schools, (c) Post-Aristotelian Philosophy, (d) Græco-Oriental Philosophy. **Philosophy of the Christian Era:** 1. Patristic Philosophy. 2. Scholastic Philosophy. 3. Modern Philosophy: (a) Transition Period, (b) Descartes to Kant, (c) Kant to the Present Day.

Course 2. Philosophy of History. This course deals with the ideals of civilization in their historical development as observed in institutions, science, art and religion. Lectures, readings, reports and discussions.

Course 3. Elements of Epistemology. A study of the Scholastic theory of knowledge in relation to the teachings of Descartes, Leibnitz, Locke, Berkeley, Hume, Kant and Spencer. Two hours.

Course 4. Present Philosophical Tendencies. This course will comprise a survey of contemporary Materialism, Idealism, Pragmatism and Realism. Lectures and Reports. Two hours.

EDUCATION

Course 1. Educational Psychology. The aim of the course is to give a psychological basis for the study of educational theory and practice. The chief topics treated are: Sensation, perception, instincts and instinctive response, attention and interest, habit formation, observation, memory, imagination, conception, judgment, and reasoning, the will, character formation, nature of educational training and discipline.

Text, lectures and assigned readings. Required Freshman year. Two hours. Four points.

Course 2. History of Education. This course begins with a study of Ancient Education, including the educational history of Egypt, India, Persia, Phœnicia, China, Sparta, Athens, and Rome.

It then considers the educational work of the Middle Ages through the Reformation with special references to

the educational aspect of the crusades, the influence of Saracen learning, the rise of the universities, humanism, the educational ideals of the reformers; the educational systems of the Jesuits, Brothers of the Christian Schools, and the Port Royalists. Finally it embraces a study of the educational ideals of educators of the Seventeenth, Eighteenth, and Nineteenth Centuries. Required Sophomore year. Two hours. Four points.

Course 3. Principles of Education. This course deals with the general theory of education, including such topics as: the social and individual basis of education; the basis for the selection of studies; the classification of studies, their function and relative educational worth, the mental discipline that each should furnish; correlation of studies; function of authority, observation and experiment, hypothesis and analogy, in the getting and explaining of facts; nature and function of the problem; nature and place of induction in teaching; the means for securing efficiency; the functions of the laboratory and work-shop; Hueristic methods; German methods; essentials of ethical training.

Text, lectures and assigned readings. Required Junior year. Two hours. Four points.

Course 4. Methods of Teaching. This course deals with the question of method in general, and with methods in the elementary school in particular. The historical, psychological and philosophical basis of method are considered. Then the five formal steps in the art of teaching will receive careful consideration. Other topics to be discussed are: The Value of Types, Model Lessons, the Curriculum, the Physical Inheritance of the Child, the Recitation, Examinations and the Educational Value of Play. Lesson plans in all of the subjects of the curriculum will be written. Model lessons will be given from these lesson plans. Supplemented by two hours per week of practical teaching. For further information in regard to this course, see "Syllabus of Education—IV, Methods of Teaching." Two hours. Elective. Senior year.

Course 5. School Supervision and Management. This course is a study of the problems of school administration in different States and in the cities of the United States. In this part of the course, special attention will be given to the school systems of New York State and of New York City. The course also deals with the problem of discipline in the classroom. Truant and industrial schools, child labor and compulsory education laws, and methods of instruction for defective and backward children. Two hours. Four points. Elective. Senior year. This course is especially useful to teachers who are preparing to take examinations for different City, High School and State licenses.

Course 6. Special Methods of Teaching. This course deals with the problem of method in the elementary school It takes up the subject matter of the average elementary curriculum and then studies methods of teaching arithmetic, algebra, grammar, composition, phonetics, history, civics, geography and physics. The course ends with four ten-lesson courses, each one of which is given by a New York City supervisor. The subjects with which these forty lessons deal are: Drawing, Sewing, Physical Training and Music. Required. Senior year, of all students intending to take the New York City examinations for License No. 1.

Course 7. Methods in Secondary Schools. Special arrangements will be made for students who wish to prepare for teaching in secondary schools. Each student will study the subject which she is preparing to teach. Two hours per week. Four points. Elective. Senior year.

Course 8. Methods of Teaching English. This course will open with a review of the methods of teaching English in secondary schools. Types of literature, treatment of literary masterpieces, the problem of supplementary reading and of the correlation of the English with the other subjects in the curriculum, will be among the topics studied. The best modern authorities will be used as text-books. Similar courses will be arranged in whatever subjects are required.

Two hours. Four points. Senior year. Required for all students preparing to teach in secondary schools.

Course 9. Philosophy of Education. A special study of the basic principles underlying educational theory. Some of the topics discussed will be Interest, Correlation of Studies, Psychological and Sociological Bases of the Curriculum. There will be a special study of the fitting of the individual to take her place in the industrial and social worlds. This course should be correlated with Course IX in Sociology. Two points. Senior year. Required from all students who are preparing to teach in secondary schools.

Note: A satisfactory record in a 250-hour course of work in this department entitles the graduate, without examination, to a State Certificate. This certificate is a teachers' license for any public school in New York State, with the exception of New York City, Rochester, Troy and Buffalo.

Any graduate who receives the above mentioned State Certificate is eligible to take the New York City examinations for both elementary and secondary schools.

Graduate Courses

Students taking courses in this department must have done work in Educational Psychology and in the History of Education. The courses offered are only for advanced students wishing highly specialized training in their chosen vocation. In addition to the more general courses, classes in methods in the different departments will be given.

Course 10. Experimental Psychology. Four hours.

Course 11. Readings in Educational Psychology. This course offers an opportunity for comprehensive and intensive study of some of the best discussions of educational and psychological problems. Three hours.

BIOLOGY

Course 1. General Botany. The character and relation of the leading groups of plants. The Cryptograms;

the Algæ; the Fungi; the Bryophytes; the Pteridophytes and the Spermatophytes will be studied. Lectures, recitations, laboratory and field work. Two points. Elective. All college years. Two hours of laboratory work per week will be required. The collection of an herbarium from the local flora is prescribed.

Course 2. Physiology of Plants, from a Standpoint of Nutrition. This course will discuss plants and plant products from the standpoint of their nutritive value to animals and human beings. The component elements responsible for the nutritive value will also be considered. This course is valuable to any woman who has for her duty the ordering of food for a household or for a community. Two points. Elective. Sophomore and Junior years. Open also to special students.

Course 3. Comparative Anatomy and Embryology and Physiology. Dissection of vertebrates, with reference to a study of their various organs, in regard to structure, functions and systematic relations. Two points. Elective. Junior and Senior years. Supplemented by four hours per week of laboratory work.

Course 4. Advanced Physiology. Dissection, experiments and microscopic examinations of tissues. Lectures, recitations and discussions. One point. Elective. Senior year.

Graduate Courses

Course 5. General Morphology, Histology and Cytology of Flowering Plants. A laboratory course with lectures and demonstrations. One hour lecture, two hours laboratory work. Four points.

Course 6. Economic Botany. This course consists of lectures, laboratory work, and prescribed reading. Four hours. Two hours lectures, two hours of laboratory work. Five points.

Course 7. Classification and Distribution of Flowering Plants. The work of this course includes a study of the classification and distribution of gymnosperms, mono-

cotyledons, and dicotyledons, with special reference to the flora of New York State, of New England and the maritime provinces. Two hours lectures, four hours laboratory work. Eight points.

Course 8.—Anatomy of Vascular Plants. Two hours lecture and four hours laboratory work. Eight points.

Course 9. Physiology of Plants from a Standpoint of Growth. Two hours lecture, four hours laboratory work. Eight points.

Course 10. Comparative Anatomy of Vertebrates. Two hours lectures and four hours of laboratory work.

Course 11. Embryology of Vertebrates. Two hours lectures and four hours of laboratory work.

Course 12. Morphology, classification, habits and distribution of Insects. Two hours lectures and four hours of laboratory work.

Coures 13. Advanced Physiology. Dissection, experiments and microscopic examination of tissues. Lectures, recitations and discussions. (See Course IV. of Catalog.)

PHYSICS

Course 1. Elementary Physics. Mechanics, Sound, Light, Heat, Electricity and Magnetism. Lectures and recitations, two hours a week; laboratory practice, two and one-half hours a week. This course is intended for students who have not offered Physics at entrance.

Course 2. General Physics. Mechanics, Properties of Matter, Heat, Sound. Lectures, collateral reading, recitations and laboratory practice. For students who have had Elementary Physics. Three hours per week. Two hours of laboratory work. Three points.

Course 3. General Physics. Light, Electricity and Magnetism. Lectures, collateral reading, recitations and laboratory practice. This course is of the same grade as Course 2 and presupposes Elementary Physics. Three hours per week. Two hours of laboratory work. Three points.

Course 4. Light. Lectures, experimental demonstrations and recitations. This course discusses the phenomena of wave propagation, double refraction, polarization and interference. Two hours per week. Four points. Elective. Junior and Senior years.

Course 5. Theoretical Physics. Selected topics, lectures, collateral reading, recitations. For students who have had Mathematics IV. Two hours per week. Four points. Elective. Junior and Senior years.

Graduate Courses

Course 6. Theoretical Mechanics. General principles of kinematics, statics and kinetics. Presupposes an elementary knowledge of differential and integral calculus. This course gives a broad, general treatment of the subject, adapted to the needs of the non-technical student with mathematical inclinations. Two hours.

Course 7. Mechanics of Fluids; Advanced Course. Molecular phenomena; cohesion, surface tension, capillarity, solubility, diffusion, osmosis; kinetics of liquid masses; fluid pressure; properties of gases and atmospheric pressure. One hour.

Course 8. The Theory of Light. This course includes a detailed exposition of the evidence of the wave theory of light, devoting special attention to the phenomena of interference, diffraction, double refraction and polarization. Spectral analysis, color, vision, and the velocity of light will also receive thorough treatment. Lectures based on Preston's "Theory of Light" with experimental demonstration. Two hours.

Course 9. The Theory of Heat. This course treats of the nature and effects of heat; thermometry; expansion; calorimetry; change of state; transfer of heat; first law of thermodynamics; kinetic theory of gases; adiabatic transformation, Carnot's Cycle and the second law; applications of Carnot's Theorem. Two hours.

Course 10. Electricity: Advanced Course. In this course will be considered: Electrical Oscillations and waves;

the experiments of Hertz; the principles of wireless telegraphy; the researches of Crookes and Röntgen; the theory of the ionization of gases; the phenomena of radio-activity. Two hours.

Course 11. Historical Development of Physics. The work of this course consists of lectures, required readings and class-room discussions. The lectures give a presentation of some of the more important ideas and results of physics. The reading is intended to supplement the lectures and to provide additional material for general discussion. Two hours. Four points.

Course 12. Theory of Sound. The lectures form an introduction to the theory of modes of vibration of pipes, strings and rods. The theory of music and of musical instruments is then studied. Two hours. Four points.

GEOLOGY

Course 1. Physiography. The lectures first deal with the character and action of the forces which control the landscape; subsequently the features produced by these physiographic processes are treated; finally, physiographic regions are discussed.

In the laboratory the students are occupied with a study of the development of physiographic forms. This is conducted with the use of Davis' Atlas for Practical Exercises in Physical Geography assisted by models, typographic maps, photographs and natural illustrations. Two hours. Winter months.

For field work, excursions are made into the immediate neighborhood on Mondays from two to five. On all excursions instruction in field geology is given; a real mapping is accomplished, and reports of the areas covered are required of the students. Spring and Autumn.

Course 2. Megascopic Petrology. This course discusses the materials which constitute the earth's crust; the chief precious stones, the principal rock-forming minerals and others of special economic importance are first de-

scribed; the important rock types, sedimentary, igneous, and metamorphic are described, and their relations shown. The course closes with a discussion of the phenomena and principles of vulcanism and seismology. The lectures are illustrated by mineral and rock specimens.

In the laboratory crystal forms, rock-forming minerals, and rock types are systematically studied.

Course 3. Glaciology and Structural Geology. This course treats of the conditions, work and origin of the glacial period, the causes and effects of crustal movements, and hypotheses of the origin and age of the earth.

In the laboratory topographic maps and models illustrating features due to glaciation and maps and models illustrating geologic structures are studied.

In the field work training in topographic mapping is given.

CHEMISTRY

Course 1. General Chemistry. Occurrence, preparation and properties of the elements and their principal compounds. Laws of chemical combination, symbols and nomenclature, equations, atomic theory, valency, periodic law. All students are required to take this course or the corresponding course in Physics. Three hours per week. Two hours of laboratory work. Six points.

Course 2. Qualitative Analysis. Practical methods of separating and recognizing the elements present in mixtures. A more detailed study of the properties and characteristic reactions of the metallic elements. Two hours. Four points. Elective. Junior and Senior years.

Course 3. Lectures on the Application of Chemical Facts and Principles to Common Life. For students who have taken Course 1. Two hours. Four points. Elective. Senior year.

Graduate Courses.

Course 4. Advanced Inorganic Chemistry. This course is designed for students who have completed the courses in General Inorganic Chemistry in the College.

It gives special attention to the development of the periodic law. Two hours lecture and two to four hours laboratory work.

Course 5. Physical Chemistry. Solution, theory of electrolytic dissociation, thermo chemistry. Two hours of lectures and four hours of laboratory work. Prerequisites: College courses in General Physics and General Inorganic Chemistry.

Course 6. Organic Chemistry. Introductory course. Two hours of lectures and two hours of laboratory work.

Course 7. Quantitative Analysis. The work of this course consists in the preparation and standardization of various volumetric solutions and their use in analyzing a variety of substances. The course then considers gravimetric, volumetric, and electrolytic methods of analysis, and methods of combination analysis. Finally there will be an analysis of iron ore, iron and steel, paints, lubricants, coal, cements and alloys. Two hours lectures, four hours laboratory work. Eight points.

Course 8. Qualitative and Quantitative Gas Analysis. A detailed discussion of many representative types of apparatus employed by the gas analyist, and of the various methods of analysis and radiation.

ASTRONOMY

Course 1. Descriptive Astronomy. The celestial sphere. The solar system. The stellar system. Astrophysics. Lectures. Research work. Observation of heavenly bodies. One point. Elective. Junior and Senior years.

Course 2. Observational Astronomy. A study of the surfaces of the sun, the moon and the planets. Lectures. Readings. Use of telescopes. One point. Elective. Junior and Senior years.

Course 3. Mathematical Treatment of General Astronomy. A study of the transit instruments. A study of orbits and the determination of time. The motion of the solar system. Prerequisite, Spherical Trigonometry and Course 1 in Astronomy. One point. Elective. Senior year.

MATHEMATICS

Course 1. Solid Geometry. This course includes the subject matter presented by standard college texts: theorems and problems relating to lines and planes in space, polyhedrons, cylinders, cones, frustra, spheres, spherical triangles and segments. Original exercises in the computation of areas and volumes and in the properties of planes and solids are required to test the student's grasp of the subject. Two hours per week. Four points. Required. Freshman year.

Course 2. Advanced Algebra. A thorough preparation in quadratics is prerequisite for this course which includes progressions, permutations and combinations, mathematical induction, logarithms, series, undetermined coefficients, continued fractions, determinants, theory of equations, equations of higher degree, graphing, scales of notation. Two hours per week. Two points. Required. First half of Sophomore year.

Course 3. Trigonometry. This course includes in order the measurement of angles, the trigonometric functions, the solution of right triangles, trigonometric equations, inverse functions, solution of oblique triangles and applications to surveying, spherical triangles and applications to astronomy and navigation. Two hours per week. Two points. Required. Second half of Sophomore year.

Course 4. Analytical Geometry. This course presupposes a knowledge of algebra through quadratics, plane and solid geometry and trigonometry, and comprises the analytical investigation of loci and their equations, the straight line, the circle, the parabola, the ellipse, the hyperbola, loci of the second order, polar co-ordinates and higher plane curves; in solid geometry the point, the plane, the straight line and surfaces of revolution are treated in the order named. Two hours per week. Four points. Elective. Junior and Senior years.

Course 5. Differential Calculus. The aim of this

course is to present the fundamental concepts and methods of the differential calculus in a manner adapted to enable the student to understand the importance of the calculus as an instrument of investigation and the excellence of the calculus as typifying a higher mode of thought and reasoning. This course includes the differentiation of functions, successive differentiation, differentials, implicit functions, series, expansion of functions and Taylor's theorem, indeterminate forms, maxima and minima of function of one variable, partial differentiation, change of the variables, maxima and minima of functions of more than one variable, concavity and convexity, contact and curvature and applications to motion, surfaces and twisted curves. Two hours per week. Four points. Elective. Junior and Senior years.

Course 6. Integral Calculus. A continuation of course 5. Derivation of formulae of integration, applications of integration, rational functions, irrational functions, trigonometric functions, integration by parts, by substitution, by summation, the definite integral, application to curves and volumes, successive integration, applications of double integration, applications to the physical properties of solids, and a study of hyperbolic functions, the cycloid, the trochoid, epicycloid and hypocycloid. Two hours per week. Four points. Elective. Junior and Senior years.

Course 7. Theory and Practice of Teaching Mathematics in Elementary and Secondary Schools. The substance of this course consists of lectures, discussions and private teaching in all grades of elementary and secondary schools. The purpose of this course is to place before the prospective teacher the psychological principles underlying the teaching of all branches of elementary mathematics and to discuss the best methods of presentation in the light of past experience and modern investigation. To this end the best texts are read and subjected to critical analysis. Two hours per week. Four points. Elective. Junior and Senior years.

Course 8. Theory of Numbers. This course comprises a study of rational numbers, real numbers and complex numbers, with an introduction to symbolic logic. Two hours per week.

Course 9. Higher Algebra. The chief topics considered in this course are: polynomials, linear dependence, linear equations, matrices, invariants and quadratic forms. Two hours per week.

Course 10. The History of Mathematics. This course embraces a study of the origin and historical development of the elementary branches of mathematics, and a review of the rise and growth of the higher mathematics. It includes such subjects as: The knowledge and development of mathematics among the Egyptians, Greeks, Romans and Arabs; the introduction of the Arabic system of notation into Europe; the rise and progress of the higher mathematics, chiefly in the nineteenth century.

Course 11. Advanced Calculus. Among the topics included in this course are: Differential equations, definite integrals, Fourier series, elements of elliptical integrals.

Course 12. Solid Analytical Geometry.

Course 13. The Teaching of Mathematics. The purpose of this course is to present the psychological principles underlying the teaching of elementary mathematics, chiefly arithmetic and elementary algebra. The teaching of mathematics in secondary schools is also briefly considered, including an examination of old texts on algebra, and geometry, and a discussion of the latest and best text-books on these subjects.

Course 14. Differential Geometry. The first part of this course deals with the application of calculus to the theory of curves in the plane and in space; the second part treats of the general theory of surfaces.

Course 15. Theory of Functions of a Real Variable. This course presupposes at least one year's study of calculus. Fundamental questions are examined with some degree of rigor, such as the definition of a function, con-

vergence towards a limit, continuity, integrability, the existence of derivatives, representation by means of Taylor's series and trigonometric series.

Course 16. Seminar in Arithmetic and Algebra. This is a research course and is required of all candidates making mathematics a major subject for advanced degrees. Admission to this course, presupposes the ability to read Latin, German and French.

MUSIC

The department offers two courses:

(a) A four-year course leading to the degree of Bachelor of Music.

(b) A diploma course.

Course 1. Theory of Music. Lectures and divisional work in ear training, analysis and elementary harmony. Required of students receiving credit for practical courses. Two hours, throughout the year. Four points.

Course 2. Harmony. Diatonic and chromatic harmony in major and minor. Ear training. Keyboard drill, analysis, harmonizing of melodies, composition of simple pieces. For students who have taken Course 1 or its equivalent. Two hours a week. Four points. Elective. All years.

Course 3. Musical Form and Free Composition. The chief forms of music are studied, culminating in the Sonata. Lectures and recitations. For Seniors and Juniors who have taken Course 2. Two hours a week. Four points. Elective.

Course 4. Composition and Counterpoint. Detailed study of rhythm, melody, harmonic accompaniment, elements of form. Contrapointal treatment of voice parts. Imitation. The writing of preludes, etc. For students who have taken Course 3. Two hours a week. Four points. Elective.

Course 5. History. General history of music and musicians, with special emphasis on the great masters. For Juniors and Seniors. One hour a week. Two points. Elective.

Course 6. Musical Appreciation. A course designed

to develop intelligence in listening to music. One hour a week. Two points. Elective.

Course 7. Theory and Practice of Teaching Music, with Emphasis upon Teaching Music in Elementary Schools. For Seniors and Juniors. One hour a week, one year. Two points. Required of students preparing to take License No. 1 in New York City.

ART

Course 1. Drawing in outline from objects, casts and from life.

Course 2. Drawing in light and shade from casts and from life. Painting from still life.

Course 3. Drawing and painting from life modeling. Elements of composition. For students who have taken Course 2.

Course 4. Drawing and painting from life; landscape painting; modeling; advanced composition.

Course 5. An Introductory Course in the History of Ancient, Classic and Modern Art. Reference Books: D'Anvers' "History of Art"; Lübke's "History of Art"; Fergusson's "History of Architecture"; Perry's "Greek and Roman Sculpture"; Woltmann and Woermann's "History of Painting."

I. The Origin and Beginning of Art. 1. Primitive and prehistoric monuments.

II. The Science of Archæology. 1. History of modern archælogical progress. 2. Recent important excavations.

III. The History of Architecture. 1. Introduction—Technical terms; principles of architectural design. Materials and functions of architecture. 2. The Monuments of Egypt—Egyptian civilization. The Pyramid builders. The ruins of Thebes and Memphis. 3. Architecture in Western Asia—Arabian archæology; temples and fortresses. Temples, tombs and palaces of Chaldea, Assyria, and Persia. Phœnician monoliths: the colonies of Phœnicia. 4. Architecture in Ancient Greece—The heroic age in Greece and Mycenæan civilization. Characteristics of Grecian architec-

ture; the three orders. The periods of Phidias, Praxiteles and Alexander. 5. The Architecture of Ancient Rome—Etruscan art: its relation to Greece and Rome. Architecture during the reigns of the Etrurian Kings. Rome under the Cæsars. 6. Early Christian, Byzantine and Romanesque Architecture—Catacombs: Early Christian Basilicas. Peculiar characteristics of Byzantine architecture. The system of Romanesque architecture. 7. Saracenic Architecture—Characteristics: Its mural decorations. Its monuments: In Egypt, Persia, Turkey, Spain, and Morocco. 8. Gothic Architecture—Its constructive and decorative ornamentation. The birth of the Gothic cathedral. Typical cathedrals and their history. 9. The Renaissance Architecture—The Three Schools of the Italian Renaissance. Renaissance Architecture in Northern and Western Europe. The decadence of Renaissance Architecture in the Seventeenth and Eighteenth centuries. The classic revivals in Europe. 10. Recent Architecture in Europe—Modern conditions. The Victorian Gothic of Great Britain, France, Germany, Austria and Italy. 11. Architecture in the United States—Its historical development. Recent architecture: French influence.

IV. The History of Sculpture. 1. Introduction—Varieties; materials; technical processes. Drapery and color in sculpture. Favorite subjects in different nations and ages. Primitive sculptures of Asia, Africa and America. 2. Egyptian Sculpture and Design. Three period of Egyptian sculpture. Themes and characteristics of Egyptian sculpture. The Lotus, mother of ornament. 3. Sculpture in Western Asia—Chaldean mythology: Assyrian bas-reliefs. Persian remains. Phœnician and Cypriote sculpture. 4. The Rise and Progress of Greek sculpture. Classic myths as illustrated in Greek sculpture. The four periods of Greek sculpture characterized. The schools of Rhodes and Pergamos. Causes of the decadence of Greek sculpture. 5. Sculpture in Rome—Etruscan and Greek sculpture among the Romans. The bronzes of Herculaneum and Pompeii

Roman portrait sculpture. Historic and decorative reliefs. 6. Development of Christian sculpture. Early Christian sculpture: Statuary; sarcophagi. School of Byzantium: Ivory carving; metal work. 7. Sculpture and Ornament of the Renaissance. Importance of the Italian revival. The Pisan School of the Fourteenth Century. The Florentine School of the Fifteenth Century. The great masters of Florentine sculpture. 8. Modern Sculpture of the Seventeenth and Eighteenth Centuries—Students of the antique General art study and criticism. Decadence of sculpture. 9. Nineteenth Century Sculpture and its Aspirations—National Development in France, England and America. American monumental sculpture. 10. Sculpture in the Museums of Europe and America.

V. The History of Painting. 1. Introduction. Origin: Arhcæological discoveries. The conventions of painting. The "Old Masters." 2. Painting in Egypt and Western Asia—The best period of Egyptian decorative art. Mural paintings in the tombs. The pictorial art of Western Asia. 3. Painting in the Classical Period—The varieties of classic art in color. The four epochs in painting in Greece. Vase painting in Greece and in her colonies. Mural paintings found in Etruscan tombs. The Græco-Roman School: Pompeii and Herculaneum. Landscape painting under the Roman Empire. Degeneration of classic art. 4. Early Christian Painting. Paintings in the Catacombs and Christian cemeteries of Rome and Naples. Byzantine details and ornamental system: The history of Mosaic decoration. The Mosaics of Rome and Ravenna. 5. Renaissance Painting in Italy—The beginnings of Italian painting as a fine art. The three centers: Siena, Pisa, and Florence. Cimabue and Giotto: the Giottesqui. Giotto's influence on the Fourteenth Century. Impetus given to painting by the goldsmith's art. Development of the Renaissance. The greatest masters of Renaissance painting. The great Venetian colorists. Decadence: The Electric and Naturalistic Schools. 6 The Renaissance in Northern and Western

Europe. Painting in Germany and the Netherlands. The Dutch School. The influence of Venetian art in Spain. The great painters of Spain. 7. The Evolution of French Painting. Book illumination and glass painting of the Fourteenth Century. The influence of the Italian Renaissance. Development of Landscape painting. Fontainebleau-Barbizon School. 8. Painting in England—Early attempts in decoration and painting. Influence of foreign schools on English art. Period of English development: the Eighteenth Century. Painters of the true English School. The Landscape painters. Victorian art: The Pre-Raphaelite Brotherhood. The Scottish School of painting. 9. Painting in America—Conditions governing American art: Its historical development. French influence: Landscape and marine painters. American masters of painting. 10. Paintings in the Museums of Europe and America.

VI. The Important Part Played by the Catholic Church in the Development of Art. 1. Ecclesiastical Architecture of the Middle Ages—The Church as Art Patron. The Monks as architects. Cathedrals and cloisters of the South of France. Gothic cathedrals and their ideal beauty. 2. The development of Christian sculpture. Rude symbols, church statuary and picturesque reliefs. The Pisan School of the Fourteenth Century. The chiseled stone work of the cathedral builders. Italian sculpture of the Renaissance. Religious sculpture in Spain. 3. The Birth of Religious Painting. The Christian Byzantine artists. Characteristics and traditions of Christian art. Mosaics and manuscript illuminations in the monasteries. The influence of St. Francis and St. Dominic. The Florentine School: Cimabue, Giotto and Fra Angelico. The Church of St. Francis at Assisi and the Campo Santo at Pisa. 4. The Renaissance—The Fifteenth century: Position of painting in the lives of the people. Precursors of the great masters: The Schools of Umbria and Florence. The greatest masters of the Renaissance: Leonardo da Vinci, Michael Angelo and Raphael. Religious paintings of the Venetian School. 5.

Murillo and the Religious Element in Spanish Art. 6. The Religious Art of the Seventeenth Century. 7. The Art Treasures of the Vatican Museum.

VII. Art in the Far East. 1. Christian art in the Orient—Armenia and Russia. 2. Oriental Art in India, China and Japan—The art of the Hindus. India under the great Mohammedan conquerors. Buddhist art in Chinese cities. Art expression in Japan.

PRACTICAL COURSES

Private Work.

Course 1. Pianoforte. General course, including technique, studies and pieces, adapted to the proficiency of the student. One or two lessons a week. Open to all students.

Course 2. Organ. Exercises for mastery of organ technique. Studies in church and concert pieces, choir accompaniments. One or two lessons a week.

Course 3. Violin Studies for Bowing, Intonation, Technique and Interpretation. Concert pieces, sonatas and concertos from the German, French and Italian schools. One or two lessons a week.

Course 4. Voice. General course in voice development, technique and interpretation; progressive vocal exercises, songs. One or two lessons a week.

Course 3. Sight-singing. Class drill with modulator, and in staff notation, with attention given to ear training, tone production and enunciation. This course does not count toward a degree.

Practical work, both vocal and instrumental, may be taken by all students. Such work, if advanced in character, and if accompanied by theoretical work for at least one year, will count toward a degree. Students wishing to have practical courses count, will be examined in quality of work previously done, ability to read music at sight and correctness of ear. Practical courses are subject to specified fees.

In computing hours, six hours a week of practice and lessons count as two hours.

PHYSICAL TRAINING

Course 1. Introductory. Floor work, emphasizing carriage and co-ordination of muscles. Calisthenics. Simple drills, folk dances, military tactics (under the regulations of the U. S. Army), Swedish Gymnastics, Apparatus Work, with special attention to hygienic grading and regulation in work according to individual needs and conditions. Medical and physical examination required. Required for students of the Freshman year.

Course 2. Aesthetic Gymnastics. Special application of rhythm in physical training, as in club swinging, dancing steps, etc. Advanced work in military tactics (U. S. Army). Required for students of the Sophomore year.

Course 3. Fencing and archery for students of the Second Class Juniors and Seniors who have done satisfactory work in Courses 1 and 2. Second semester. Elective. Also a course in methods in presenting free-hand gymnastics, games and folk dances.

Course 4. Special gymnastics for students of Freshman and Sophomore Classes, who are physically unable to take Course 1. Required.

Note. A course of six lectures upon personal conduct as affecting health is given by the College Physician; emphasis is placed on dress, exercise, bathing, food, work, rest, etc. All Freshmen are obliged to attend.

SOCIETIES

In connection with many of the departments, societies are organized under joint management of teachers and students. One of these clubs is the Alpha Alpha Society, which is confined to Juniors and Seniors. This is a philosophical society devoted to research work. Meetings are held bi-weekly, when a thesis is proposed, which is defended and objected to by members named by the Moderator.

The Dramatic Society aims to further interest in the study and production of the drama. Two plays are enacted

each year, one in New York City in midwinter, and one on the College campus at the close of the College year.

The Athletic Association is open to all students. Its aim is to cultivate interest in physical education and outdoor sports.

COLLEGE TEAMS

College teams are organized and prepared to take part in intercollegiate tournaments, and their work in upholding the honor of the College excites much interest and is a great benefit. The course in athletics covers all track and field athletics, baseball, basket-ball, field hockey, tennis, running, jumping, vaulting, etc.

RIDING

The delightful situation of the College makes it possible for the students to become good horsewomen.

The course in riding consists of twenty ring lessons and fifteen road lessons. The price is inclusive of services of skilled riding masters; the use of safe, well-trained horses, saddles and riding skirts. The class will be chaperoned and the ring will be exclusively occupied during the lessons by young ladies from the College.

Saddle horses may be obtained at the College for two dollars for single rides. Better arrangements may be made for students who desire to take two or more rides a week. Students may bring their own horses and have them boarded for twenty-five dollars per month. Competent chaperones will attend all students upon their rides.

DISCIPLINE OF THE COLLEGE

The students are under the supervision of the religious, though a certain amount of freedom is allowed in order to train them to self-reliance. All Catholic students are obliged to attend Mass in the College Chapel on Sundays and no student is allowed to leave the campus after 6 P. M. without special permission.

SOCIAL LIFE

Various societies (literary, scientific and musical) give variety to the College life. The students meet in the parlors for a social hour after dinner every evening. There are other social occasions in the class receptions, and more public College receptions, to which the friends of the institution are invited. This intercourse of the students is under the care of the Faculty, and it is the aim of the College to make it a means of social culture.

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